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ABSTRACT

This practicum was designed to develop an incentive program for family home day care providers employed by an agency in Simcoe County, Ontario, Canada, that was undergoing a change from for-profit to non-profit status. During the period of changeover, provider uncertainty as to their status led to declining morale, lack of focus, and resistance to change. An incentive program was developed that included an information packet for day care providers, a stress management workshop, a public awareness campaign, philanthropic activity, and an awards ceremony. Surveys were distributed before and after implementation to evaluate the effectiveness of the program. The surveys found that the program increased provider and staff self-esteem, self-confidence, and motivation. Twelve appendices provide information on the stress management workshop, provider and staff surveys, photographs of the awards presentations, a program flier, publicity, and correspondence related to the incentive program. (Contains 39 references.) (MDM)

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INCREASING STAFF MORALE AND MOTIVATION DURING ORGANIZATIONAL CHANGE THROUGH THE IMPLEMENTATION OF AN INCENTIVE PROGRAM

BY

Fran Baker

Cohort 65

A Practicum Report Presented to the
Master's Program in Child Care, Youth Care and
Family Support in Partial Fulfillment of the
Requirements for the Degree of Master of Science

NOVA University

1995

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I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

June 29, 1995 — Date

Susan Baker — Signature of Student

Abstract

Increasing Staff Morale and Motivation During Organizational Change Through the Implementation of An Incentive Program. Baker, Frances E. 1995: Practicum Report, Nova University, Master's Program for Child Care, Youth Care, and Family Support. Descriptors: Change Rating Scale/Collegiality/Communication/Decision Making/ Employer-Employee Relationships/Flexibility/Goal Setting/ Group Building/Incentive Program/Job Satisfaction/ Leadership/Morale/Motivation/Organizational Change/ Participative Decision Making/Recognition/Resistance/Role Modelling/Self Evaluation/Strategic Planning/Teamwork

Due to a pending organizational change, the coordinator in a daycare setting was unable to establish clear long term goals for the agency. The staff and careproviders, uncertain of their future, experienced negative attitudes, lack of motivation, lack of morale, lack of focus, non performance, resistance to change, threatened self esteem and lots of rationalization as to why the change wouldn't work.

The author, having researched various solutions to the problem, adapted and implemented an incentive program which was intended to provide a short term goal. This would focus the careproviders and staff thereby increasing collegiality, motivation and morale. The program included the development of a flier, stating the history and goals of the organization, the development of an information package (also overheads) for the careproviders, the development and implementation of a public awareness campaign, the implementation of a philanthropic activity, and concluded with a prize presentation party. Surveys were distributed before and after to help the author evaluate the effectiveness of the program.

The responses of both the careproviders and staff to the strategy were favourable. The strategy increased the self esteem, self awareness and confidence of the careproviders and staff. The morale and motivation has been elevated and there has been an increase in the sense of a team , a partnership. The fliers, that were developed, have continued to be distributed to new parents and the public to promote the agency. Public awareness increased due to the distribution of the flyers and the newspaper articles and thus the enrollment of children has increased. Appendices include sample surveys, evaluations, the careprovider kit, transparency masters, rough drafts of skits, the flier, newspaper clippings and photographs.

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Chapter One

Introduction and Background

The Setting in Which the Problem Occurs

Supervised private home daycare programs have been in operation in Ontario for over a decade. The need for these programs was recognized some years ago when the Bureau of Social Services did a needs survey.

Prior to the agency's conception in February, 1982 a small amount of private home daycare was already taking place through John Steele's office, County of Simcoe Administration Centre, Midhurst, Ontario. Mr. Steele was the private home daycare worker for Simcoe County, but as the coordinator understands, a large part of his caseload was in Orillia. Most citizens were unaware of the availability of subsidized daycare, thus accounting for the limited demand and difficulty in projecting daycare spaces.

The Provincial Government invited Ontario communities like Orillia to submit proposals to provide daycare. An agency providing support services applied for and received start up funding for a period of fourteen months from the Ministry of Community and Social Services in February, 1982 and thus the agency began.

The agency was a family home daycare agency with two Home Visitors and a secretary in the office and approximately fifty care providers throughout the City (population of 25,000) and surrounding area. The agency provided care for 150 - 200 children. The agency was licensed by the Ontario Ministry of Community and Social Services and had to abide by the rules and regulations of the day nursery act.

The agency's organizational structure was a legally registered commercial corporation. It had a purchase of service contract with both the City and the County in the Province of Ontario, Canada. About 95 percent of the children that the agency provided care for were funded by these two sources. The rest of the agency's revenue came from registration fees, full fee paying parents and extra billing.

The agency leased a two storey building located in the center of the city. The building was used both for office space and resource space. The office space housed desks, files, computer, photo copier and resource materials, eg: books, pamphlets and magazines. The resource space was set up as a daycare centre including an art centre, math and science centre, housekeeping centre, manipulative play centre and sensory centre. This area was used by a program called Creative Play whereby

the careproviders brought their children to the centre and went through a morning preschool program lead by the agency's E.C.E. diploma'd Home Visitors. This program was meant as a training program for the careproviders. It also allowed the Home Visitors a chance to observe the interaction between the careproviders and the children. This area was also used as a place to hold workshops and training sessions for the careproviders.

The program offered some options that no other agency in the city offered such as : flexible hours (24 hours - 7 days a week, all year round including holidays), infant care and no waiting lists (the program expanded and contracted depending on spaces required). The number ratios (1:5) were lower than those in daycare centres (1:8) and the agency offered the home environment rather than the institutional environment. The programs were more flexible and more attention could be given to each childs individual needs.

The program has enabled some of the working mothers to take themselves off the welfare rolls and to now receive only full or partial subsidy for their daycare. A number of these parents were single parents working to support their children and themselves or were students

attending College for upgrading so that they could have a future in the job market. Some, in fact, were doing both. The agency has also placed children at risk in the daycare homes.

The placements were prioritized as follows:

1) children at risk
2) fulltime working single parent
3) fulltime single student
4) fulltime working low income family
5) fulltime student who is part of a low income family
6) part time working single parent
7) part time single student.

Besides the Creative Play program, the agency also offered at least one field trip each month and also ten workshops throughout the year for careproviders on such topics as nutrition, behaviour management, ministry regulations, child development, financial planning, creative arts and story telling etc.

When a parent chose home based care they then had a greater choice of location, careprovider personalities and variations of programs offered.

Professional Development was a high priority of the agency. The staff resourced and networked with several

agencies in Toronto and also attended the Ontario Home Child Care Conference. The coordinator attended the National Association for the Education of Young Children conference in the United States each year. The agency also hold several memberships with professional organizations including National Association for the Education of Young Children, Ontario Home Child Care Association, Canadian Federation, Association of Early Childhood Educators of Ontario and the Coalition for Better Child Care.

The careproviders were independent contractors who provided care for the children in their own homes. They were responsible for following the rules and regulations of the Day Nursery Act and those of the agency. Their homes had to be health inspected and fire inspected. They had to provide the agency with a police check which verified that they did not have any criminal charges relating to child abuse or sexual abuse. The careproviders were responsible for providing developmental programs to help the children in their care develop socially, emotionally, physically and cognitively. These careproviders had to be nurturing and caring and have a genuine love for children.

The Home Visitors all had their two year Early Childhood Education diplomas from community colleges. They also had to have a minimum of two years experience working in an environment with children.

The agency had extra staff hired in the office to cover maternity leaves and the extra workload caused by the conversion process. The one Home Visitor had just graduated June 1994, but had ten years experience as a careprovider with the agency. The other Home Visitor returned in February after a maternity leave. She graduated in 1989. She had worked in nonprofit centres and supervised a centre in Hamilton.

The Home Visitors were responsible for visiting the prospective daycare home, going over all the ministry rules and regulations. They did two intake visits, and carried out the health and safety inspections. They ensured that all the paperwork that was required by ministry and/or the agency had been received by the office. They interviewed parents and found out what their family needs were for daycare and then tried to find them a suitable match from the list of careproviders.

Once every two months they did home visits to ensure the health and safety of the homes and to assist with any

problems the careproviders might have concerning behaviour management, nutrition, child development, curriculum planning etc. The Home Visitors planned and ran the creative play and field trips and also either arranged speakers or provided the workshops for the careproviders. The Home Visitors have developed good communication and conflict management skills. Each Home Visitor was responsible for monitoring up to 25 careproviders.

The Students' Role in the Setting

The practicum project was undertaken by the Coordinator of the agency. She has a Bachelor of Arts Degree from Bishops University, Lennoxville, Quebec and also a two year Diploma for Early Childhood Education from Georgian College, Barrie, Ontario.

She started as a careprovider for two years, then joined the office staff as a Home Visitor for two years. Then she purchased the agency and became the owner/operator of the agency for the past eight years.

In this position the coordinator was responsible for all aspects of the business. She was responsible for the hiring and maintaining of Home Visitors, Careproviders and office staff; determining, organizing and providing staff training; ensuring compliance with all licensing regulations and standards; developing new programs and services; developing and staying within budgetary guidelines and over-seeing the day to day operations.

Chapter Two

Problem Statement

Based on personal observations, telephone interviews and staff and careprovider evaluations, it became apparent that the staff, careproviders and the coordinator were all experiencing problems (negative attitudes, lack of motivation, lack of morale, lack of focus, non performance, resistance to change, threatened self esteem, increase in absenteeism, resignations and lots of rationalization as to why the change won't work) due to the uncertainty of their employment positions in the future.

In a company that is well managed and stable, the staff should be self motivated, have a positive attitude, and have a desire to do a job well. There should be measurable amounts of work done. There should be results. Teamwork should be evident. There needs to be trust between the staff and the manager and between staff and staff.

Therefore the problem being identified, during a time of structural change, was a lack of clear, attainable, measurable targets or goals, which would motivate and boost the morale of the staff, careproviders and coordinator in the program.

Documentation of the Problem

Everywhere you look companies are going through major changes eg. mergers, reengineering or a devolution of power from heirarchy to teams, because of the competitive demands of the new economy. (Stewart, 1994). "Change is a constant: executives must learn to manage it." (Pancost, 1994).

Jayme Rolls, (Stewart, 1994) a psychologist and consultant in Santa Monica, California who makes a specialty of helping leaders bear the trials of transformation says that "energy is sucked out of these people at an enormous rate, its depleted from above and from below." There are enormous demands placed on leaders. Says Rolls "When you're trail blazing, by definition you have different values from your management, both the people you work for and those who work for you. The risk of failure is great. Snipers and cynics may be waiting anywhere - higher up in the company, among peers, among subordinates."

James MacGregor Burns (Stewart, 1994) distinguishes between "transactional leaders, who generally have modest goals and enlist cooperation through deals --- and transforming leaders who look for the potential motives in followers, seeks to satisfy higher needs and engages the full person of the follower." (Maslow A., 1943). Major change calls for the transformational leader.

Similarly Quick (1980) has the following five premises for motivating people.

"1. People have reasons for what they do.

2. What ever people choose to do, they do it to gain something they believe is good for them.

3. Whatever goal they choose has to be attainable.

4. The conditions under which the job is done can affect its value to the employee or his or her expectations of success.

5. You the manager can increase the value of the goal, the employees expectations of reaching it and enhance the situation surrounding the performance."

People have a tendency to resist changes in both their interpersonal and job relations. The employees like to have the security of the familiar. There is often a doubt and a threat to one's self-esteem. (Stewart, 1994: Rosenbaum 1982).

In the work place the symptoms of the resistance to change are seen in increased absentism, resignations, requests for transfers, rationalizing as to why the change won't work and a series of emotional or irrational objections. (Rosenbaum, 1982). Negative stress causing physical and emotional strain if left uncontrolled can lead to high blood pressure, ulcers, migraines, heart attacks or worse. (Soldiers Memorial Hospital 1994).

A good leader will be able to introduce the change with a minimum of resistance. Once a worker starts moving in the right direction a transformational leader will let go. (Stewart, 1994).

A leader cannot make a person become motivated. Motivation comes from within. When a person wants to do a good job they will usually produce more and better than those that don't. If the leader can tap into the special need of the person to give them the motivation there are several rewards for the manager. It makes managing easier and more enjoyable; it frees up the managers time; the employees do a fair days work and there is a feeling of satisfaction. (Quick, 1980).

Role modelling is also an important technique used by leaders. "The leader must learn to welcome change as a catalytic agent" (Pancost, 1994). He/she must exhibit enthusiasm and a positive attitude which conveys to the workers "I'm OK, You're OK". Everything the manager says or does influences the workers and how they respond to change. "Business failures occur on a daily basis in this country because executives, out of their own anxiety become ineffective, allowing the roof to cave in around them." (Kibel, 1982). An executive who is clear about who he/she is and about what he/she expects from their

employees is more apt to succeed in getting the commitment from them to perform with less resistance to the change. They need to see themselves as change agents. "They must provide leadership to the community, governing board, and staff in anticipating, understanding, and preparing for change and then participating in the appropriate change process." (Pancost, 1994).

"Communication - vertical, horizontal and diagonal - is essential" (Pancost, 1994). It is imperative to explain why the change is essential including the background factors that established the need for the change. The more information a person has the less apt they are to resist the change. It is important to explain the details of the change and to discuss how the change will affect each worker. There should be no surprises. (Drucker, 1981; Kibel, 1982; Rosenbaum, 1982). By being straight forward with your employees it will increase the trust and respect which will in turn ensure results. (Quick, 1980). "If the relationship between the leader and followers includes trust and shared values, then the leaders' vulnerability actually encourages followers to join in the task of transformation." (Berggran, 1994).

It is important to ask for and to actively listen to

the employees feelings, questions and concerns about the change. There must be two way communication. All of the objections must be out in the open where they can be reacted to and perhaps overcome. By asking how the employees could best accomplish the change allows for active participation in the problem solving process. The employees have the "know-how" to make the change work. (Rosenbaum, 1982).

Lack of involvement develops feelings of powerlessness that induces burnout, promotes alienation and ultimately results in the worker leaving the organization. This in turn impacts on the quality and consistency of care, (Cohen cited in Doriety and Powell 1988), (Krueger, 1986) and represents a significant tangible cost for the organization (Mobley, 1982; Doriety and Powell, 1988). Mobley and al (cited in Mobley 1982) also stated that employee turnover was inversely related to current job satisfaction, future expectations and the evaluation of employment opportunities with in and outside the agency. (Herzberg, 1959)

An expectation must be established that only with the employees full help and support will the objectives be accomplished. A specific commitment should be obtained from the employees. (Rosenbaum, 1982). Quick (1980) says to use the message "I want to win. I know you want

to win. And we can both help each other do just that".

It is also important to show how successful performance during the change will enhance the employees feeling of professional growth and development. (Quick 1992; Paul and Robertson 1970).

Under usual circumstances the leader will use goal setting or strategic planning to keep everybody on track. These goals can be measured, appraised or at least judged. (Drucker, 1981). However according to Maggie Moore, (Stewart, 1994) who runs an Oregon consulting firm called Organization Technologies, transformational leaders can't do that. "In a fast moving environment, orders (and orderly planning) won't work; the leader's job instead is to establish a process by which people learn together. That often means admitting ignorance." You are entitled to disorganization and confusion. There must be room for adaptability or flexibility (Drucker, 1981). There is also a constant need to monitor, evaluate, modify and possibly abandon a plan depending on the changing needs and circumstances. (Drucker, 1981: Pancost, 1994).

In order to accomplish the change the access to information is crucial. There must be reliable and usable agency data and external trend data. (Pancost, 1994). One must be able to anticipate and define the issues. (Drucher, 1981). Any resources that will help to

accomplish the change should be provided such as special training, equipment, and assistance. Everything possible must be done to relieve pressure such as improving the environment, setting time schedules, and assigning the right people for the job (Quick 1992a; Robertson and Paul, 1980; Eiselen, 1992).

Feedback and/or recognition is vital. One needs to follow up on the change and praise the employees for their cooperation in accomplishing the change (Rosenbaum, 1982: Paul and Robertson 1980).

There are several surveys which can be beneficial to administer during a time of change. Monitoring motivation is a high priority since motivation is linked to output productivity, lower costs and higher profits. In so doing the behavior is measured more so than the attitude because it is concrete. You can see when you have influenced another person to act a certain way. (Quick, 1980).

The Change - Friendly Quotient Survey is used to predict how flexible a person is to change. Flexibility is the answer to surviving in chaos. There is a predictable growth that occurs with crisis. "Every tremor we experience offers us a chance to change for the better in the spirit of kairos, a Greek word meaning

"auspicious moment for opportunity" (Wonder, J.; & Donovan, P. 1989). By discovering a persons Change Friendly Quotent it will help the manager decide how he's going to present and work through the change with his employees.

Job satisfaction surveys measure an employee's attitude, perception or morale regarding the various facets of his/her employment (Kruegar, 1986). Various aspects which affect job satisfaction include co workers, supervisors, interactions with supervisors and clients, agency identification, working conditions, workload, parent and community awareness and training (Kruegar et al; 1986).

Analysis of the Problem

In June 1992 the government party in office decided that daycare should be provided by non-profit agencies. They have set up funds to assist commercial operators to convert to non-profit status. They have also given wage enhancement grants only to non-profit agencies so that it has made it very difficult for a commercial operation to survive unless they do convert. They have also funded the Pay Equity adjustments for the non-profit agencies but not for the commercial operators. Because of all of the negative publicity against commercial operators and because of the incentives only given to non-profit agencies, there is no market for the sale of the commercial operation to anyone except to the government.

Taking these facts into consideration, the agency decided in October 1992 to apply for the conversion process.

Conversion is a process of transition from for-profit to non-profit status, which involves changes in ownership, management, operation and funding. It is one part of a larger child care service strategy which is focused on meeting needs of the province's children, their families and communities.

An independent valuation was conducted by a team with relevant and recent business valuation experience, child care experience and knowledge of local conditions. This valuation established the amount to be offered to the for-profit operator.

The owner/operator signed their agreement to accept the ministry's sum in August 1994 which would expire the beginning of February 1995. The owner/operator negotiated and chose a match with a non-profit board that ministry had okayed. But upon this decision, ministry decided that the two agencies couldn't unite because the board of the non profit agency was out of the County. Another non-profit board had stated that they would like to become the agency's board. The owner/operator said yes, and then in November, the non profit board decided they wanted the sale to be an asset sale instead of a share sale. After being re-evaluated, the agency restructured for tax purposes and agreed to an asset transaction. At this point (December 19, 1994) the board decided not to carry through with the take-over.

A third non-profit board has come forward with an asset sale offer, with a possible closing date of July 31, 1995 and the ministry has agreed to extend the expiry

date of their funding agreement to accommodate the closing date of the sale. If the company is not converted there is a question of how long will the agency survive before the government squeezes it out. This can be easily achieved by withholding the daycare license that permits the agency to operate a daycare or by the City and/or County refusing to renew the purchase of service agreements because of the commercial status.

Because the agency is in a state of uncertainty, the management has not been able to make long term goals or large expenditures for materials and equipment. Every direction they take, they seem to be confronted with road blocks.

They must deal with one day at a time. This change is the form of radical or imposed change (Wonder, Jacquelyn; Donavan, Prescilla 1989) and could involve a job loss for the coordinator and possibly other staff and careproviders.

It has been observed that the coordinator exhibited a drain of energy similar to comments by Jayne Rolls. She had a lack of focus evidenced by the lack of concentration. It was difficult for her to attend to task or to read a lengthy document. There was a measurable decrease in out put. She also had a decrease

in morale and motivation and her attitude was negative as exhibited by her body language and conversations. The coordinator evaluated her situation and has been addressing the problem by delegating jobs, by taking time off to recuperate her energy, by becoming aware of different ways to get herself back on track, by using stress coping methods eg. relaxation tapes, motivation tapes, exercise and by increasing the communication with her staff. She realized that her role modelling was poor and has worked on improving her attitude and performance.

During the summer of 1994 the careproviders and staff were making a lot of phone calls to each other, discussing at great length the pros and cons of the conversion. There was great concern or fear about the unknown (Stewart 1994, Rosenbaum 1982). What type of policies would the new agency impose? Would they still be allowed to have pets in their homes? Would they even have a job? Would the new agency hire them? Who would be the coordinator? Would she manage as an authoritarian or laissez faire or as a team member.

County opened approximately six private home careproviders in our city during the summer. Because of the uncertainty of our agency, several care providers started weighing the pros and cons of "jumping ship" and joining County. The agency addressed the problem by having an emergency information meeting in July having

the Coordinator of County address the issue of why the homes were being opened by County and the fact that they were only licenced for so many careproviders and were in no position to grant a service contract to the agency's providers.

The agency also had a meeting in September 1994 with the careproviders and the coordinator of the non-profit agency. The coordinator totally communicated with the careproviders about how the office would be staffed and what the expectations and policies of the agency would be (Drucker 1981, Kibel 1989, Rosenbaum 1982, Quick 1992). As the meeting progressed, again there were observations of negative attitudes, lack of morale and resistance to change as evidenced by body language and negative words. They were given the opportunity to respond to the change (Rosenbaum 1982).

Because of the communication with staff and careproviders, the agency has been able to keep resignations to a minimum. A total of 2 out of 54 (3.7%) resigned. The secretary also had found a job at less pay with less job satisfaction but after open communications agreed to stay with the agency to the end. The agency used the strategy of pointing out how it could meet her needs more than the other company. (Maslow, 1943; James MacGregor Burns, Stewart 1994; Quick 1980).

One day during a conversation about conversion with the staff, one of the members blurted out emotionally "Yes if we really do have a job!" Even with the ministry document stating that their goal was to maintain staff during the conversion process, the staff were convinced they would loose their jobs. They exhibited a total lack of trust and an emotional objection. (Rosenbaum 1982).

Besides the two meetings about conversion the agency has also had a workshop on Stress Management (Drown, 1987) January 1995 (The handouts see Appendix A) put on by the local hospital. The agency also tried to increase motivation and morale by having a pot luck Christmas party. (Eisenlan 1992) for the Care providers and staff.

Most of the research documents stressed training as a key factor for building team work, increasing motivation, increasing job satisfaction and developing staff. (Rude-Parkins, C 1987) (Brown, Michael H, 1987).

The agency has workshops every month for the careproviders and staff (schedule See Appendix B). These are very well attended and enjoyed. Dased on this, training workshops were not a concern to the agency. However the agency is developing an in service program for staff where by the staff decide on what topics they

want discussed and they each add to the presentation followed by a discussion. This includes total involvement and should increase the team work and motivation (Quick 1980).

The environment is not an issue here. The agency has access to a whole building which was recently gutted, rewired, renovated, interior decorated and landscaped. The rooms are big, open and airy with lots of windows.

The management is very flexible with staff and careproviders. Both groups are responsible for organizing their own schedules. They are at total liberty to select their own activities. The management is always open to suggestions and working things out together. Therefore flexibility is not an issue.

Increased absenteeism is evident though it is not really a major problem at this time. One of the staff members has decreased her work load to 3 days/wk. According to Drucker (1981) it is less advantageous to be over staffed. This has worked to our advantage.

The agency provides recognition for the careproviders and staff by giving ribbons, medals, and plaques for numbers of years of service. There is also a "Careprovider of the Year" plaque donated each year based on a bonus system. Every three months the careproviders are given points for attending creative

plays, workshops and field trips and any extra effort for the agency. These points are translated into dollar figures, ranging from approximately $100.00 -> $800.00.

The agency is also using competition as an incentive. The agency is publicizing the top wage earner and also the careprovider earning the highest bonus. These incentives are working very well. The Careproviders are aware that it depends on how involved they want to be as to how much they will make. They have a feeling of satisfaction when they receive a bonus for $400.00 -> $800.00.

The careprovider salaries are also competitive with other agencies. The Provincial Pay equity plan makes sure that a certain level in each community is reached. When the careproviders were looking into switching to county, it was the bonus and the salary which kept them satisfied.

The Job Satisfaction test was given out to the staff and careproviders on February 7, 1995. Thirty five survey's were handed out and 21 Questions 2->7 and 16->20 were returned and 11 questions 8->15. Unfortunately ten of the questionnaires were missing questions 8->15. The results as seen in appendix D showed, on the whole, that the careproviders felt they were satisfied with their jobs and felt accepted and well treated by the staff.

Thirty five copies of Worksheet #1 "Motivators" (Appendix D) were also distributed and twenty four were returned. This work sheet was misunderstood by the careproviders and therefore there were twelve invalid forms. Many employers think they know what their workers want but by using this work sheet the employer can verify whether what they think motivates their employees really is what motivates them. The results of the Worksheet #1 can be seen in Appendix F.

It is important to tailor incentives to the employee's needs. Dick Berry, an associate professor of management and administrator of Management Institute's marketing management program developed Worksheet #2, "Motiquiz" (Appendix D). Each statement represents one of the five levels in Maslow's Hierarchy of Needs - 1) Physiological 2) Safety/security 3) Love/Belonging 4) Self-esteem and 5) Self-actualization. Tabulating the results (Appendix F) the employee's motivational needs were highest for self actualization. The Safety and Security need was out of order being higher than the love and belonging, indicating that the agency does have a "need for security" problem. The quiz was also tabulated according to how many selected each item. In so doing our results concurred with Berry's finding that three-quarters selected the statement "Being trusted to do my job the way I think it should be done."

Worksheet #3, the Quality of Work Life Survey was also distributed. Quality of Work Life refers to how well a job meets the needs of its workers. As seen in the results (Appendix F) the employees have scored the quality of work life survey with most of the answers being four or better. However as indicated by Quick (1980) the response to question 99 shows by the actions that the careproviders haven't been motivated to promote the agency to other people.

Because the agency is in a state of limbo, it doesn't want to and can't plan effectively long term. It has taken the approach that staff and coordinator will work through the conversion process one day at a time together. (Maggie Moore 1994).

The Change Friendly Quotient Survey was given to the 3 staff and coordinator. The co-ordinator scored 169 indicating a fair degree of adaptability. Two of the staff ranged between 100 and 130 indicating that they will need to work on the easiest area to increase their flexibility and one staff scored under 100 indicating that her environment was restrictive and that she needed to work on her personal flexibility to compensate. The survey also indicated that the Coordinator was a Re Focuser. She tunes everything else out and tunes into all the visual sensations. Her approach according to

Wonder & Donovan (1989) is concentrated and intense. The Home Visitor scored as a reasoner. A reasoner conducts a thorough investigation and gets all of the latest equipment to do the job. She wants step by step instruction and is always looking for ways to make it easier. The secretary scored as both a refocuser and a reasoner. The second Home Visitor scored as a relater. She likes to get tips from the pros and responds best to sensory hints.

These results, from the Change Friendly Quotient Survey therefore indicate that three of the staff are going to find it more difficult to accept the change. These results also tell you how best to present the change to each person. eg. the reasoner will need to be given step by step details.

Based on a review of the literature, a reaction to change is normal. It can also be stated that the agency has addressed the adverse effects of change through role modelling, effective two way communication, workshops, improved working conditions, flexibility, bonuses, personal time, and recognition. However there were only very short term goals and there was no loyalty to the new non-profit agency. Therefore the intent of the practicum project was to implement strategies or goals which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Chapter Three

Goals

It has been established that resistance to change is normal and that there are several techniques which, when used, help to alleviate the resistance. It has also been established that the agency is lacking strategies or goals which will specifically increase morale, teamwork and loyalty to the new company.

Therefore, the problem, from the perspective of this practicum report, has been identified as a lack of clear attainable, measurable goals in the program which will motivate and boost the morale of the staff, careproviders and coordinator during a time of structural change.

Goals and objectives developed to impact the problem must logically address both the lack of goals and motivation and morale in the area of structural change. The goal of this practicum can be stated as follows: to provide strategies which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Objectives

Based on the goal statement, objectives can be identified as follows:

(1) To implement a plan designed to boost company morale, and make the employees feel a part of the "new" company within the ten week implementation period.

Outcome: The coordinator, three staff, approximately thirty careproviders and fifty parents will be involved in the program during the ten week implementation period.

(2) To measure the effectiveness of the plan to motivate the staff, careproviders, coordinator and parents through the development and use of a pre results survey compared to the measurable post results.

Outcome: A self report questionnaire will be developed and used for evaluation purposes. Of the total number of parents, careproviders, staff and coordinator who participate in the plan, 75 percent will, based on pre and post results of the self-report survey have increased their motivation.

(3) To measure the effectiveness of the plan to boost the morale of the staff, careproviders and coordinator through the development and use of a pre and post job satisfaction survey.

Outcome: A self report questionnaire will be developed and used for evaluation purposes. Of the total number of staff careproviders and coordinator who participate in the plan, 50 percent will, based on pre and post results of the self report survey have increased their morale.

(4) To make recommendations for future programs dealing with structural change based on research and the evaluation results of the project. This objective addresses the need to develop strategies to alleviate the resistance to change while recognizing that not all strategies can be effectively implemented within the limited time given for the practicum project.

Outcome: Recommendations will be made, to be used in providing direction for organizations experiencing structural change.

Chapter Four

Review of Existing Programs, Models, and Approaches

The most frequently used technique for managing change seemed to be group building, teamwork or collegiality. David Leigh (1993a) had a module for a one semester course dealing with employee empowerment, team work, leadership and shared vision. His approach was excellent. However, due to time restraints, to implement this program at this time was not practical.

Corinne Garland (1992) used an expansion of the "Team Effectiveness Rating Scale" developed by R. Neugebauer to create staff development plans. This included a screening scale just to identify the key areas of need and strength regarding team work and then an assessment checklist to help the team members further define and clarify their areas of need. The Skills Inventory for Teams (SIFT) included items that reflect the competencies and skills as well as the person's values and attitudes regarding team-work. The person doing this practicum felt this was an absolute must for staff development. She has ordered this package however it hasn't arrived yet and not being near a university city has no other means of accessing this test. Therefore it wasn't be implemented at this time.

William Woolcock (1991) presented an interesting team model for hiring, training and assessing an employee. The team was composed of the employer, the parent, the person to be hired and a vocational services agency. This could have been adapted to the practicum agency by using the employer, the careprovider, and all of the parents using that careprovider's services.

The experience, expertise, effort and resources of each team member would have maximized the efforts of the group as a whole. Each member would have been aware of the goals, the problems and the efforts to correct or eliminate them. There would have been active two way communication between all three groups. This could have been done by the home visitors instead of the employer, (to decrease the work load instead of 1:50 careproviders for the employer, each home visitor would have been responsible for 1:25 careproviders). This could have been conducted over a three month period, meaning nine or eight team meetings per month. Some of the problems would have been finding people who would be willing to come to the meetings, (when not at work) transportation, daycare arrangements for during the meeting and scheduling, (since the agency accommodates shift workers).

Staff training or staff development seemed to be the next most popular way of addressing change. Staff training has always been a major part of the practicum agency's goals. The monthly workshops are varied both in topic and style. The agency tries to include involvement, input, collegiality and skill development. Therefore staff training was not an issue for the agency and was not considered for the practicum project. However there were some models or approaches worth mentioning.

Ted Cocheu (1993), an organizational development director and consultant, has written a book which gives a six-step improvement strategy and a six-phase training curriculum that can be adapted to any company's needs. This included how to make training effective, how training is a part of goals, how to build a leadership foundation, how to implement a quality management system, how to empower teams, how to improve the production and business process and how to create a learning organization.

Margaret Arbuckle (1989) has produced a guide which provides the staff development leaders with the practical information about professional development systems. Each chapter included an overview, goals and activities and could be used as the frame work for staff development.

The chapters included getting started, educating the decision makers, crating a collaborative structure, building teams, setting goals, designing for learning and maintaining. This would have been a long term professional development plan, taking a minimum of eight months.

The Southwest Educational Development Lab (1990), Austin Texas developed a stand-alone training package for staff development in a small rural area. The training was designed for a two day course and to include ten to thirty participants. The program encouraged cooperation, content transferability and long term program maintenance. A school leadership team facilitated the program. The manual included objectives, preparation, an overview, a trainer script, transparencies to use with the training, and resource and supplemental materials.

The third most popular way for addressing change was to improve communications skills and communication itself.

Kathleen Karen Cadwallader (1993) did a practicum project on improving relationships through a collegiality program. It was designed to improve communications, and interpersonal relationships and to share ideas. Her method was monthly workshops or gatherings dealing with various topics including nutrition, hands-on activities, demonstrations, discussions and strategies. She used pre

and post intervention surveys and discovered that the communication had increased. The practicum agency, as previously stated, used this technique with great success. The careproviders have developed a sense of trust, and security and have established a comfort zone which permitted the careproviders to "open up" and share with each other.

Gwen Arthur (1990) in a project description argued that good interpersonal interactions were a major determinant of satisfaction. She has devised a customer service training program which included communication skills, including image presentation as a very important aspect of library service.

Lin Grensing (1991) suggested various vehicles to be used for communication. He suggested rap sessions, where everyone has an opportunity to be able to air their opinions, express concerns or voice displeasures. The practicum coordinator would have liked to take that one step further and call it a solution session. If you have a complaint, present it with a solution. Hyman Ltee, a pulp processing machinery producer in Quebec has also included the customers in with the employees which helps forge ties with the customers to work toward positive solutions.

Other vehicles that Grensing (1991) suggested for communication were regular meetings, grievance or suggestion systems, open-door policies, opinion surveys and social gatherings.

Grensing (1991) felt that employees should be told the rules and policies of the organization, information on current activities, reviews of past results, mistakes in judgement, goal accomplishment and progress, and organizational plans and objectives.

Common communication problems were 1) hearing only what you expected or wanted to hear, 2) letting biases interfere, 3) understanding semantics, 4) distracting noise and 5) emotions. A three stage approach to avoiding miscommunication included verification (defined by the Webster dictionary as testing the truth or accuracy of something) clarification (to make clear) and follow-up.

Another way to assist the employees to deal with change was through skill development. Sometimes in change certain aspects of their job would change or the expectations as to how it was to be performed. Therefore they must have access to training that would produce or increase the skills required.

Carolyn Rude-Parkins (1987) offered a design for developing a long term staff improvement program to be used where there were low financial resources, limited personnel time and difficulty in obtaining outside training. The plan's goal was to increase teaching skills through a participatory structure involving peer coaching and trainer team building. The program included a coaching guide and a lesson plan for effective teaching and also a checklist for implementation. The participatory structure is particularly favour and will be referred to later in this paper.

Bernard Novick (1982) has developed learning modules to develop vocational middle-level managers skills which include how to conduct problem solving meetings, how to expand creativity and how to team build.

The material was well presented with each module including an overview, primary goal, self goals an resources and a bibliography. There were lists of tasks which must be mastered, guidelines for completing the individual tasks, lectures, transparency masters and an evaluation instrument.

David Leigh (1993b) had a semester module for Teaching Total Quality Management skills as well as other work place skills. These skills have been identified as

being needed by the Secretary of Labor's Commission on Achieving Necessary Skills. The model showed what work must be done prior to class activities for the first day and week of class and ongoing responsibilities during the semester. It listed general ground rules, how the competencies would be addressed and also the responsibility of both the teacher and students.

Another strategy to increase morale and motivation during change was involvement. Tom Wilkinson (1989) described a project carried out by the Learning Resource Center to increase levels of quality, responsiveness and adaptability. Through exercises in self-awareness, problem solving training, presentations to top administrators, weekly staff meetings, a yearly evaluation retreat and the development of a five year plan they were able to promote employee involvement and empowerment. This involvement in turn increased the communication leadership skills, employee knowledge levels, the quality of products and services, levels of trust and job satisfaction. The employees were given more opportunity to solve problems, make decisions, and question methodology.

They also initiated a quality circle. Quality circles are a technique of management that started in Japan. "In the early 1960's, Kaoui Ishikawa, president

of Musashi Institute of Technology in Tokyo, worked closely with the Japanese Union of Scientists and engineers to organize the first quality circles in Japan". (Grensing, 1991). A circle consists of a group of 5 to 15 people who work together for a company. They meet once or twice a week to identify and solve problems and their purpose is to make their team work more produtively. It is believed that the employee is the expert and that they want to contribute. The circle members are voluntary and they choose whatever problems they want to deal with. If they need outside help or resources, management will make it available upon request. They gather and analyze data related to the problem, determine a course of action, develop a plan and timetable, present it to management, implement the plan, follow up to determine the effectiveness, report results to management and start the process all over again. "Today more than 500 companies make use of quality circles. These companies include Allstate, Honeywell, Lockheed, General Dynamics, Westinghouse" (Grensing, 1991) and Chrysler. "Circle activities are designed to increase morale. The theory is that a company can realize full employee potential only by investing in their training and giving them the power to influence decisions" (Grensing, 1991).

The practicum agency will implement Quality circles but not for the purpose of the practicum. The goal of the practicum agency was to get as many people involved as possible in a short period of time. Therefore the quality circle would not satisfy that goal.

Description of Solution Strategy

It is evident that a number of options could be considered when choosing a strategy to address the problem of morale and motivation. However some strategies were beyond the expertise and knowledge of the staff, the budget of the organization and the practicum time restraints of a ten week implementation period.

Therefore, the strategy which was chosen to increase the morale and motivation during the organizational change was an incentive program devised by Betska K-Burr (1994). It is a tested, dynamic, short-term recognition/incentive program called "Undercover Agent". It is a super program for boosting company morale and building team work because it involves everyone in the company. It is also an inexpensive awareness builder for your company.

Companies that are going through a name change or are in the process of a merger or acquisition, are just starting up or are in need of a morale boost will find this program useful.

Besides meeting the goals and objectives stated in chapter III the program will raise money for your

company's favourite charity, build a powerful prospect list, advertise the new company and make the employee's feel less threatened by the new company. It will increase the employees feeling of being a part of the new company. It will also associate the company's name with a large, reputable food chain which will psychologically put you into that same category of large.

The actual program will take four weeks but you will need ten weeks to prepare, implement the program, collect the data, and analyze the results. Permission for the use of copyrighted material (Appendix C) must be acquired before the implementation of the program.

The program is as follows: "The idea behind Undercover agent is to have every employee introduce your (new) company to as many people ("contacts") as they possibly can in a one month period, on or off the job. The "agents" will carry with them a stock of pamphlets. The pamphlet is divided up into 5 sections:

1) The history of your (new?) company and a description of its products and services.
2) A few words on the program and its goals
3) A coupon (see details below) to your fast food outlet.

4) A section dedicated to your charity. Describe the charity and your commitment to raise money for them. Your company will donate money (say $00.50) for every signature received. The people contacted can also make a donation if they so desire.

5) An area where the "agent" can have his/her contacts place their signature. Before the signing ensure that the "agent" inform the contact of the history of your company, what your products/services are, the charitable link and the value of the coupon.

When designing the pamphlet, sections 3, 4 and 5 above must be perforated. The "agents" will remove section 5 with the signature and leave the pamphlet with the contact.

If your affiliated organization or company is new or has gone through a name change or merger/acquisition, you probably are faced with an identity crisis. People simply have trouble identifying your company with a product or service.

If your company has a charity that they support, use Undercover Agent to raise money for that cause. If you

don't have a charity, find one. Children's foundations are usually good ones since every one of us either has children or has children in our circle of friends. Affiliating your company with a charity shows that you care about the community you live in, you are putting something back into it. For every signature received, your company will make a donation (say $00.50/signature).

Next, find a major fast food outlet that will trade your free advertising for a discounted food coupon. Associating your company's name with a large, reputable food chain will psychologically put you into the big league with the contacts you make under this program."

K-Burr (1994) suggested using 100 signatures per person participating as a guideline. Therefore the agency decided to decrease the payment per signature to $00.15 just in case someone got over exuberant and collected over 1,500 signatures. The next thing you need to do is pick teams with team leaders (Bureau Chiefs) giving them great names such as 009 or the Two Muskateers. "These teams are going to compete against each other to see which one can collect the most signatures.

To add to the fun, design giant "Peoplemeters" upon which you will mark the progress of each team. The Peoplemeters are simply seven foot thermometers with

graduations of team's goals printed up the side. Hilarious caricatures of each team leader can be sketched onto the Peoplemeters. The meters should be placed in a high traffic area of the company. Every Monday morning, gather the troops to watch the marking of the Peoplemeters and chart the progress of each team. You will not believe the competitive instincts of your people!"

K-Burr (1994) went on to explain how to set the target goals if the teams are uneven and also to suggest various categories to win valuable prizes. The agency did not have disposable income to be able to provide TV's, VCR's and trips to lovely southern destinations. Therefore the agency tried to acquire some free donations to be awarded to the competitors with the highest number of signatures.

It was suggested that for support materials your program have pamphlets, visuals and maybe an optional cassette tape of instructions. The program must be opened with a sense of suspense and excitement. K-Burr (1994) suggested having a locked box with the materials needed in it being placed in prominent spot for some time before the specific launching day. It helps build up curiosity.

The success of the program will be able to be measured by outcome evaluation methods that assess and measure the participation level of each person, and the increase in job satisfaction. By comparing the pre tests and the final number of signatures the agency would be able to measure the increase in motivation. There should be a visible improvement of team work and there would also be the recognition for the charitable donations.

The recognition ceremony of each of the winners should be a special event. The President/CEO should send a memo to everyone in the company thanking them for their paricipation and recognizing them for their efforts. The employees should be informed about how much money they raised for the charity. The peoplemeter would also be a valuable tool for monitoring how the plan was going.

If after two weeks there were not many signatures the coordinator would have to make some mid-course adaptation and possibly change the make up of the teams, or leaders or even adjust the time frame of the competition.

Chapter Five

Strategy Employed - Action Taken and Results

No matter how well one plans, there are often road blocks. The proposal for the practicum was started in November 1994 when a non profit agency had a closing date of December 31, 1994 for the conversion. The end of February would have been the perfect time to launch the "Under Cover Agent" to make the employees feel a part of the new company. However the negotiations fell through and a new non-profit agency came forward in January 1995. As February neared, the coordinator approached the director of the non profit agency and asked whether they would like their company connected with the "Undercover Agent" along with the participating agency. They decided it would not be a good idea to do anything like that until the sale was complete. It was decided to continue with the program anyway as it was hoped the program would boost the morale of the employees and make them feel more a part of the agency. The ten week calendar plan for implementing the strategies to meet the goal is attached in Appendix E.

The first week the staff met and discussed the program. They brain stormed and came up with a list of five different charities and five different major food outlets.

arranged in order of preference, incase, for some reason, the first choice charity or food outlet weren't able to be a part of the program. It was decided to find some detective theme music such as the "Pink Panther" and to put on a mini skit. The Pink Panther couldn't be located so Bert Kaempferts's "Steady Does It" was chosen as the theme music.

The two Home Visitors made up some fun names for themselves, eg. Inspector Dark Winged Duck and Inspector Curly Locks, and agreed to make people meters to calibrate the numbers of signatures. The bodies were to be designed on bristol board with bright colours and ribbons and the meters were to be separate - (See Appendix G in the background of the two pictures with the cheques).

As of February 28, 1995 any careproviders who came into the office were informed that there was going to be a competition and that prizes were needed. However no specifics about the competition were given. If asked for more detail, it was commented that it was a secret. This was done to build up anticipation and suspense. The coordinator drafted up some goals, objectives, and history of the company then passed the information on plus the desired layout of the flver (1/3 for coupons,

2/3 for information) to one of the Home Visitors. The Home Visitor and the secretary did an excellent job with the design, layout and content of the flier. (See Appendix H).

During second week the coordinator made an appointment with the executive director of Soldiers Memorial Hospital in Orillia and explained the incentive program to him. It was an obvious financial benefit for him, not to mention good public relations. He agreed and also left it up to the agency how to design his coupon. He was very supportive and suggested that, in the end, arrangements could be made for a picture and blurb to go in the local newspaper as added publicity for the agency. The coordinator commented that a reporter had approached her requesting to do an article on the agency and had been told to wait until the agency launched the "Undercover Agent".

The coordinator also made an appointment to see the manager at Zehrs Food Stores. We were unable to get an answer as quickly at Zehrs as it had to go to another manager for approval. The original idea was to get a discounted food coupon. According to the estimates given by Betska K-Burr there was a possibility of distributing 15,000 fliers. The manager realized that ten cents off a coupon could amount to a lot of money from the store's

point of view and certainly ten cents wasn't much of a drawing card for the consumer. He came up with a super idea of donating a $100.00 food hamper for a draw. He gave the coordinator his business card with his company logo on it to use on the coupon. He said he'd have his staff put a box out on the hospitality table for people to put in their coupons for the draw and that they would put a basket full of food on display.

The coordinator also called six different printing companies for estimates on the printing for 15,000 fliers with the perforations. During week three the staff and secretary finished the flier with the coupons making it camera ready. The coordinator received the estimates from the printing companies and selected the most economical company (see Appendix I). Prices varied from $400.00 to $800.00 and some printers were unable to make the perforations.

During the fourth week the coordinator contacted the Salvation Army to make arrangements to rent the gymnasium for the presentations. It was confirmed that May 8th would be available. The staff and coordinator designed the visuals (see appendix J) to be presented on the overhead the night of the launching. Copies were photo-copied to go with each careprovider so that they could present the program to their parents. The two

homevisitors constructed their people meters and made a bulletin board on the kitchen wall where everybody could keep tabs of the results. All of the careprovider's names were put into a hat and drawn to make up the two teams. The coordinator picked up the boxes of fliers from the printers. Costumes were gathered up eg. toy guns, magnifying glasses, hats, trench coats and the music was brought to the office. An overhead projector was rented from the Public Library.

The launching was moved up to the end of the fourth week because the agency was having a "make-up" workshop on March 23, 1995 so it was a convenient time to have the careproviders together. Otherwise the next gathering would have been April 6, 1995 which would have had the coordinator not available plus then the conclusion of the project would have interfered with the activities required for the annual relicencing of the agency.

The launching of the program was done only with the careproviders on March 23, 1995. The theme music was played, the mini skit (see appendix K) performed and the overhead projections were used to explain the "Undercover Agent". Unfortunately, because it wasn't a pay night and the program had been kept a secret, there wasn't a good turn out of careproviders. Also the newspaper reporter wasn't available that night but did come the following

day to pick up the fliers and to get information for her article (See Appendix L). The other careproviders were notified when they came in to drop off their attendance sheets.

The staff did an excellent job collecting and tabulating the signatures each week with the final day being April 26, 1995.

On April 26, 1995 the coordinator went to Zehrs and drew the winning ticket for the food hamper and discussed having someone from Zehr's make the presentation to the winner the night of May 8, 1995. The winner was notified and invited to come to the presentations night May 8, 1995.

During the week of May 1, 1995 the total signatures were tabulated. The numbers of signatures didn't come up to the figure the agency had hoped for. The coordinator decided to take advantage of the publicity and make the full donation anyway. Also it was discovered that collecting money for the charity was also very difficult. The coordinator tried to get people to match the agency's 20 cents but still couldn't get contributions. Since soliciting funds was not a priority with this project, the agency was happy to have received a total of $475.61 in donations to add to the agency's donation of $2,000.00. One hundred of the donated dollars were in

cheques made out directly to the hospital so therefore weren't added to the agency's cheque but were given separately to the hospital executive director. A large card board cheque for the presentation to the hospital was made up (See Appendix G). Also signs for the walls stating the agencies goals and history were made up and used in the closing skit. Some props were purchased for the skit as both homevisitors wanted to remain anonymous (See Appendix G). Care providers were phoned to see who was coming, and what prize and food item they were bringing. The careproviders were told the party was to start at 7:00 pm and the Zehrs representative, the hospital executive director and the winner of the food hamper were told 7:30 pm to allow time to set up the gift table and the food table. The reporter was also notified and arrived just before 7:30 pm. A disposable flash camera was purchased along with a guest book for signing in. Other supplies were gathered such as sheets to cover the tables, table clothes, plates, cups, forks, spoons, napkins, coffee, cream and sugar. The coordinator picked up the food basket from Zehrs and had it on the table at the start of the party. Appendix G includes some of the photographs taken at the presentation party.

As evidenced by the news clippings, photos, receipts and thank you letters (Appendix L respectively) the desired outcome for objective one was achieved. An

incentive plan to boost the morale of the staff, and careproviders was implemented.

In order to measure the effectiveness of the plan to motivate the staff, careproviders, coordinator and parents, question 99 on the work sheet #3 "Quality of Work Life Survey", (Appendix F) was altered to specifically ask "How many people have you explained the goals and objectives of the agency to in the last month". The survey was distributed in January 1995 before the implementation of the strategy solutions. Twenty-two surveys were returned. Five said they'd told no one, three said they'd told one person, six careproviders said they'd told two persons, seven said they'd told three persons and one person said they'd told five plus persons. Therefore the 22 people told a total of 41 people over the period of one month or otherwise stated each person notified 1.86 persons.

At the end of implementing the Undercover Agent the agency had 1,830 signatures of people who had been approached by the 32 parents, careproviders, staff or coordinator which averages out to 57.19 persons notified per person participating. Therefore the original motivation has been increased 30.75 times.

The agency did not however meet Betska K-Burr's estimates of 100 signatures/person nor did it have

100 percent involvement of the careproviders and parents. One must take into consideration that Betska was dealing with sales people and career people who on the whole are out going and assertive people.

Of the 32 people who returned signatures, 31 had notified more people than indicated in the pretest survey which therefore means 97 percent of those who participated increased their motivation. Therefore the hoped for out come of 75 percent of those who participated increased their motivation was achieved. As stated by Quick (1980) it is the behaviour (telling someone about the agency) which is measurable.

In order to measure the effectiveness of the plan to boost the morale of the staff, careproviders, and coordinator, the Child Care Worker Survey used by Angelo (Chip) Bonsutto in his Practicum Report, "Increasing Job Satisfaction Among Child Care workers through the Training of First level Supervisors" was adapted, with his permission, for use with the agency's careproviders. It was distributed both before and after the Undercover Agent Program. (Results of those who participated see Appendix F). Eighty one percent of the careproviders and staff felt that the Undercover Agent had boosted the company morale (as seen in Question 21). This percentage is well above the 50 percent hoped for in Objective three.

An interesting observation is that the responses to question 20, have shifted to their future with the company being less promising. The coordinator attributes that to the responses of the four office staff members who are more aware of the negotiations in terms of the conversion.

The desired outcome of objective four (recommendations being made for providing direction for organizations experiencing structural change) was completed and will be discussed in Chapter VI of this practicum.

Chapter Six

Conclusions and Recommendations

The Undercover Agent Incentive Program helped the agency meet it's goals and objectives during a period of structural change. It helped to motivate the staff and careproviders and to keep their morale up. It kept them focused on the agency (its history and goals) and gave them a sense of self awareness of what they were all about. There were definite goals which had to be met within certain time frames and there was a real sense of competition and excitement. It was also individually rewarding (everyone who participated received a prize) and also it was rewarding for the community (donation to the hospital). Public awareness about the agency was achieved by the staff and careproviders networking amongst their contacts for signatures, by the newspaper articles that were written both at the beginning and the end of the incentive program and by the connecting of the agency to a very worth while charity and a large food chain.

One director of a non-profit agency commented that her board would never agree to give money away to a charitable organization. They couldn't justify spending the money on nothing. They would have to be accountable for their dollars. The dollars donated to the charitable

organization would be accountable - as advertising, training and public relations. What better advertising than network marketing - it is an active process. One wouldn't just read the information in a phone book or newspaper but would actually hear it from someone who is committed to the agency. As far as training goes, the employees were busy telling people about the agency and to do so needed to internalize the information. The information they were passing on became their standard that they had to measure up to.

Some recommendations for agencies using the Undercover Agent Incentive Program would be:

1) Decide on five charities and five food chains to approach incase the first you approach aren't able to be a part of the program.
2) Follow-up on each step - People are busy and have a lot of things on their minds. They have a tendency to prioritize. What's first on your list may not be first on theirs.
3) When you select a room for your awards presentation try to select one that's the right size. If the room is too small, it becomes crowded, stuffy and hot - if its to big (even with a lot of people there) it looks empty.

4) Design your flier or pamphlet carefully so that whatever doesn't get used in the incentive program can still be used for advertising in the future.

5) Present the incentive program to everybody that you want to have become involved in it. The agency presented the plan to the careproviders and then requested them to present it to the parents. Not everybody will think this plan is a great idea and if it happens to be the careprovider then she won't present it to the parents which then means there are fewer people working the plan.

6) Be sure who ever presents the plan or the activity can relate to it. The coordinator was going to fill in for a staff member to do the mini skit but immediately realized there was a generation gap. She couldn't relate to certain parts eg. "Who was Rusty?" and what was "smokin?"

7) Have the special guests (the executive director of the charity organization, the winner of the food hamper and the presenter) arrive fifteen minutes after everybody else, not half an hour later. Surprisingly everybody arrived early or on time because it was something special.

The solution strategy was a short term strategy to maintain the organization until the date of sale when the new agency takes over with a new coordinator. Therefore there will be no further work done in this area by the present coordinator.

However the coordinator does plan to disseminate the practicum results to Betska K. Burr, to the staff and careproviders of the agency, to the new coordinator of the agency, to the conversion team of the Ministry of Community and Social Services and to the director of the non profit agency who had reservations about donating the funds to a charitable organization.

C H A N G E

Change always brings out our Creativity,
whether through Hardship,
Adaptation,
or something New. And in every change
there is opportunity for Growth
and Excitement.

(Wonder, 1989)

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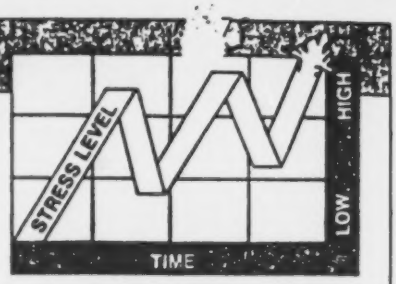
APPENDIX A

STRESS MANAGEMENT WORKSHOP

Stress Management

Your physical reaction to stress is always the same, but with negative stress your body stays geared-up and doesn't relax. When stress becomes chronic and ongoing, your physical and emotional health can suffer.



Muscles in knots

Heart rate soars

Blood pressure soars

Hands perspire

Stomach in knots

Stress

Your automatic physical reaction to a stressful situation is the same whether you are experiencing positive or negative stress. (Your body is smart, but it doesn't know which stress will be short-term and which will be continuous!) With negative stress, your muscles still become tense, and your heart rate and blood pressure soar. You may still perspire more and feel the same type of "knot" in your stomach. In short, positive and negative stress share the same response mechanism, but in negative stress your response stays stuck in the "on" position—you can't quite turn it off.

No Relaxation

With negative stress, there is no true relaxation between one stress "crisis" and the next. When your body remains geared-up, physical and emotional strain can result. Smoking, using drugs, or drinking alcohol do not relieve stress—they only add to the problem. Left uncontrolled, negative stress can lead to high blood pressure, ulcers, migraines, heart attacks—and worse. Fortunately, you can stop the cycle of negative stress by becoming aware of your stress (and how you react to it), by practicing relaxation techniques, and by developing a positive attitude and lifestyle.

WHAT IS RELAXATION ?

- clearing the mind; lessening body tension
- "turning off" the body's reaction to a stressful situation
- bringing the body back to a restful state

WHY SHOULD I RELAX ?

control your breathing
lower your heart rate and blood pressure
lower muscle tension
get to sleep more easily
relaxation can help you to...
restore your energy
deal with depression
lower anxiety
find a feeling of well-being

ORILLIA SOLDIERS' MEMORIAL HOSPITAL

OCCUPATIONAL THERAPY DEPARTMENT

RELAXATION THERAPY - A method of learning to control physical reactions to stress and creating a feeling of wellness.

THIS EXERCISE CAN TAKE AS LITTLE AS FIVE MINUTES TO PRACTICE!

1. Arrange for a quiet "time out" during your day.
   * DON'T PRACTICE RELAXATION WHILE DRIVING A CAR *
2. Lie down comfortably or sit in a good supporting chair.
3. Control your breathing.
   * CLOSE YOUR EYES *
4. Be aware of how your muscles feel.
5. Relax muscles from head to toe.
6. Put busy thoughts aside and concentrate.
7. Scan your body from head to toe for muscle tension ... and let it go.
8. Count down 3-2-1 to deepen the feelings of relaxation.
9. Imagine a relaxing, safe and comfortable place and make a colourful mental picture.
10. Finish by counting up 1-2-3 "eyes open".

RELAXATION CASSETTE TAPES can be used to practice relaxation and can be used when there is difficulty getting to sleep.

METHODS OF RELAXING can include:

1. Music
2. Nature sound effects.
3. Hobbies
4. Yoga
5. Massage

STRESS CUE IDENTIFICATION

Physiological Responses	Emotions	Behaviors
• vague physical complaints • stooped posture • sweaty palms • trembling • dilated pupils • chronic fatigue • body motions indicating arousal (tapping foot excessively, etc.) • weight gain or loss	• apparent sadness • apparent anger • easy distractibility • daydreaming • frequent mood changes	• explosive outbursts • impulsive actions • complaining • negative statements • cynical or hostile remarks • self-critical • overly critical of others • withdrawn/ difficult to communicate with • talks about the past much more than the future • increased use of alcohol, drugs, tobacco, or caffeine • insubordinate to superiors • change in job productivity • lack of attention to details

"Warm and Heavy" tape good autogenic visualization tape for racing thoughts

Check the symptoms that you get when you are under stress.

MY BODY UNDER STRESS

PHYSICAL SYMPTOMS	MENTAL/EMOTIONAL SYMPTOMS
Lack Of Energy	Irritability
Headache	Distrust
Insomnia	Anger
Digestive Upset	Feeling Isolated
Pounding Heart	Urge To Escape
Grinding Teeth	Trying To Prove Self
Restlessness	Nightmares
Backache	Worrying
Foot Tapping	Emptiness
Drug/Alcohol Use	Cynicism
Cold	Forgetfullness
Weight Change	Confusion
Finger Drumming	Boredom
Eye Twitch	Whirling Mind
Tight Muscles	Intolerance
Rash	Resentment

APPENDIX B

WORKSHOP SCHEDULE

WORKSHOPS

March 7, 1994	Link to Life - First Aid
April 7, 1994	Ministry Refresher
May 5, 1994	"Activity Ideas"
June 7, 1994	Pot Luck Barbeque and Baseball Game
Oct. 6, 1994	Getting To Know You
Nov. 9, 1994	Behaviour Management for Preschoolers
	Speaker - Ruth Harris from Catulpa Tamarac
Nov. 15, 1994	Behaviour Management for Schoolagers
	Video -"1,2,3, Magic" and discussion afterwards
Dec. 7, 1994	Christmas Potluck - recipe exchange
Jan. 7, 1995	Stress Management
	Speaker - from Soldiers Memorial Hospital
Feb. 7, 1995	Sibling Rivalry
	Speaker - from the Health Unit
March 7, 1995	"Activity Ideas"

APPENDIX C

PERMISSION FOR COPYRIGHTED MATERIAL

Feb. 5/95

Fran

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You have my full permission to use anything in this book "Creating Champions" just as long as I get credit for it!

Have a great year!

Betska
K-Burr

January 17, 1995

K-Burr and Associates
P.O. Box 21024
London, On
N6J 1G0

Dear Betska K-Burr:

I attended the workshop which you did for Raggedy Ann Day Care in Barrie and purchased all of your materials including Creating Champions.

Presently I'm in the midst of doing my Masters Practicum for Nova University Florida, on "Increasing Staff Morale and Team work during Organizational change through the implementation of an Incentive Program" and would like to adapt material from the "Undercover Agent" and then implement the program with my agency.

Permission must be obtained from the author (publisher) of any copy righted material that is to be included in the main body of the proposal and report and the author must be credited.

Would it be possible to have a release letter that I will include in the report as an appendix.

If you have any further questions or would like a discussion - I may be reached at

Sincerely,

Fran Baker

Fran Baker (Mrs)

/td

Parmadale

6753 STATE ROAD
PARMA, OHIO 44134-4596
Phone: 216-845-7700
FAX: 216-845-5910

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February 15, 1995

Ms. Fran Baker

Orillia, Ontario Canada L3VSK2

Dear Fran,

Per our conversation, you have my permission to use my Child Care Worker Survey for your practicum.

Good luck with your project!

Sincerely,

Angelo M. (Chip) Bonsutto, MS, LSW
Program Director

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February 21, 1995

Mrs. Fran Baker

Orillia, Ontario
L3V 5K2

Dear Mrs. Baker:

We are pleased to grant you the permission to reprint Worksheets 1, 2, and 3 from Lin Grensing's book, Motivating Today's Work Force, 1991, in your Masters Practicum. We would prefer a credit line to read as follows:

> Reprinted from Motivating Today's Work Force, by Lin Grensing, published by Self-Counsel Press. Reproduced courtesy of the publisher.

Good luck with your work in this field.

Sincerely,

Susan Reaney

Susan Reaney
Editor

Eastern Region
8 - 2283 Argentia Road
Mississauga, Ontario
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APPENDIX D

CHILD CARE PROVIDER SURVEY

(JOB SATISFACTION TEST) - PRE AND POST SELF SURVEY

WORKSHEET #1 – MOTIVATORS

WORKSHEET #2 – MOTIQUIZ

WORKSHEET #3 – QUALITY OF WORK LIFE SURVEY

Child Care Provider Survey

Instructions: Please take a few moments to answer the following questions. Check the answer that best describes your situation or opinion. Please only check one box for each question. Once completed, place and seal your survey in the attached envelope.

Thank you!

2. Prior to working at this agency, have you ever been employed as a child care provider?

   [ ] Yes
   [ ] No

3. How much satisfaction do you get from your job?

   [ ] I get no satisfaction from my job.
   [ ] I get a little satisfaction from my job.
   [ ] I am satisfied with my job.
   [ ] I get a great deal of satisfaction from my job.

4. How much do you look forward to working?

   [ ] I never look forward to working.
   [ ] I occasionally look forward to working.
   [ ] I usually look forward to working.
   [ ] I always look forward to working.

5. In your opinion, how well did orientation training at this agency prepare you for your job as a child care provider?

   [ ] It did not prepare me at all.
   [ ] I was fairly prepared by the orientation training.
   [ ] I was well prepared by the orientation training.
   [ ] I was very well prepared by the orientation training.

6. Remembering back to your first day on the job, was child care work what you thought it was?

   [ ] Yes
   [ ] No

7. Rate yourself as a child careprovider.

{ } I am not a very good child careprovider.
{ } I am a fair child careprovider.
{ } I am a good child careprovider.
{ } I am a very good child careprovider.

8. How much involvement do you have in the decision-making process?

{ } I have no involvement.
{ } I have little involvement.
{ } I am regularly involved.
{ } I am always involved.

9. In your opinion, how well defined are your job roles and expectations?

{ } My roles and expectations are not defined at all.
{ } Some of my roles and expectations are but most are not.
{ } Most of my roles and expectations are defined.

10. Would you become a child care worker again?

{ } Yes
{ } No

11. How often do you receive positive feedback from the person or persons you identify as your supervisor(s)?

{ } I never get positive feedback.
{ } I occasionally get positive feedback.
{ } I usually get positive feedback.
{ } I always get positive feedback.

12. How often do you receive corrective feedback from the person or persons you identify as your supervisor(s)?

{ } I never get corrective feedback.
{ } I occasionally get corrective feedback.
{ } I usually get corrective feedback.
{ } I always get corrective feedback.

13. How often do you attend Team Meeting workshops?

{ } I never attend.
{ } I attend once per month.
{ } I attend twice per month.
{ } I attend three or four times per month.

14. Do you feel like you are part of the daycare team?

[ ] No
[ ] Occasionally
[ ] Usually
[ ] Always

15. How often do you meet individually with the person or persons you identify as your supervisor?

[ ] I never meet with my supervisor.
[ ] I meet monthly with my supervisor.
[ ] I meet once every other week with my supervisor
[ ] I meet at least weekly with my supervisor.

16. When you have a "good idea," is your Home Visitor receptive to it?

[ ] Never
[ ] Occasionally
[ ] Usually
[ ] Always

17. Do you feel that you are treated fairly at work?

[ ] Never
[ ] Occasionally
[ ] Usually
[ ] Always

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?

[ ] Don't remember.
[ ] Not accepted or wanted.
[ ] Kind of accepted or wanted.
[ ] Accepted and wanted.

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your Home Visitor?

[ ] Don't remember.
[ ] Not accepted or wanted.
[ ] Kind of accepted or wanted.
[ ] Accepted and wanted.

20. Do you feel that you have a future at this agency?

[ ] No
[ ] A limited future.
[ ] A promising future.
[ ] A very promising future.

END Of PRESURVEY

QUESTIONS ADDED TO POST SURVEY

21. Do you feel the Undercover Agent project boosted the company morale?

[ ] Yes
[ ] No

22. Did you see improved team work?

[ ] Yes
[ ] No

23. Did the agency receive recognition for your charitable donations?

[ ] Yes
[ ] No

24. Did you have fun?

[ ] Yes
[ ] No

25. Should a program similar to the Undercover Agent be tried again in another few years?

[ ] Yes
[ ] No

WORK SHEET #1
MOTIVATORS

Rank from 1 to 10 (10 being the least wanted) what you think your employees want from their jobs. Circulate the list to your employees, asking them to rank order of importance from their perspective.

	Your Rank	Employee Rank	Final Rank
Help with personal problems			
Interesting work			
High wages			
Job security			
Personal loyalty of Supervisor			
Tactful discipline			
Full appreciation of work done			
Feeling of belonging			
Good working conditions			
Promotion in the company			

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WORKSHEET #2
MOTIQUIZ

An exercise to determine motivational needs

To perform the exercise, read through the following statements. Check those that are most important in motivating you to do your best work. Select the ten most important statements. See scoring guide at bottom after you've made the selections.

629 Job security because of seniority or employment contract arrangements

847 Being trusted to do my job the way I think it should be done

333 Participating in work group conversations

311 Having adequate shelter to protect from the elements

836 Having a job which allow me time with my family

151 Having an opportunity for personal growth

937 Socializing with my friends

743 Being considered for an advancement opportunity

431 Working with other people

819 Having children

458 Doing something meaningful with my life

757 Being in a position to contribute new ideas

828 Having an associate that looks out for my interests

215 Not having to do exhausting work or do extra work at home

421 Having steady work

654 Being able to express my full potential

327 Knowing that I will always have a job

912 Having rest breaks with nourishment available

924 Having a healthful working environment

548 Being given a new interesting job

256 Having the opportunity for self-improvement

722 Having protection from physical harm

352 Being able to learn and grow in my work

735 Including other people in what I do

949 Being selected for an exclusive award

234 Being involved with work associates in social and recreational activities

616 Being sexually satisfied

146 Having a responsible person tell me when I've done a good job

539 Having an active part in work-related social activities

341 Knowing that other people respect me and my work

132 Having insurance or other protective benefits

444 Having others recognize the importance of my job

853 Having a new and exciting job challenge

113 Having enough food to eat each day

245 Not having to be responsible to other people

517 Having personal comfort in my working environment

126 Knowing what is expected of me in my work

559 Having the opportunity to express myself fully and creatively

718 Having good air to breathe

638 Working with persons I want to associate with

642 Having a position of authority

523 A guaranteed income

955 The personal satisfaction of a job well done

414 Assurance that I will have adequate clothing to protect from the elements

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H.U. = Home Healer

WORKSHEET #3
QUALITY OF WORK LIFE SURVEY

Questions 1 to 43 use the following scale:

FREQUENCY SCALE: % of time

1 = Almost never (0% to 10% of the time)

2 = Rarely (11% to 30% of the time)

3 = Occasionally (31% to 50% of the time)

4 = Frequently (51% to 70% of the time)

5 = Very frequently (71% to 90% of the time)

6 = Almost always (over 90% of the time)

1. My *H.U.* is willing to help me improve my skills so I can do a better job. 1 2 3 4 5 6
2. I know the role that I play in achieving company goals. 1 2 3 4 5 6
3. The Caregivers operate as a team. 1 2 3 4 5 6
4. My *H.U.* encourages me to be creative in my work 1 2 3 4 5 6
5. My talents and training are being utilized in my job. 1 2 3 4 5 6
6. I have the opportunity to make a contribution to the success of this company 1 2 3 4 5 6
7. The pace at which I need to work to get my job done is reasonable. 1 2 3 4 5 6
8. The *workshop* meetings are informative. 1 2 3 4 5 6
9. The suggestion box works well for getting new ideas fairly evaluated. 1 2 3 4 5 6

WORKSHEET #3 — Continued

10. I am encouraged by my H.V. to share my ideas on how to improve our company. 1 2 3 4 5 6

11. I have confidence in upper management to make good decisions for the company. 1 2 3 4 5 6

12. We share information with each other in order to help each other do our jobs. 1 2 3 4 5 6

13. Management acts as if they want me to stay with the company. 1 2 3 4 5 6

14. Company policies and procedures are applied consistently throughout the company. 1 2 3 4 5 6

15. There is a real sense of teamwork and cooperation with the coordinator 1 2 3 4 5 6

16. My job is interesting. 1 2 3 4 5 6

17. I plan on working at this company indefinitely. 1 2 3 4 5 6

18. This company employs enough people to operate productively. 1 2 3 4 5 6

19. The company has helped me to learn about Home Visitors and their responsibilities. 1 2 3 4 5 6

20. I believe employees are being totally honest on the attitudes surveys of their Home Visitor 1 2 3 4 5 6

21. My ideas and suggestions will get a fair hearing from my Home Visitor 1 2 3 4 5 6

WORKSHEET #3 — Continued

22. I have access to the information I need to get my job done. 1 2 3 4 5 6

23. I am aware of our goals for the company this year. 1 2 3 4 5 6

24. Input from coordinator is asked for when management is considering changes in company policies and procedures. 1 2 3 4 5 6

25. My job is challenging. 1 2 3 4 5 6

26. The demands placed on me by other departments to get my job done are reasonable. 1 2 3 4 5 6

27. The company newsletter is a valuable communication tool. 1 2 3 4 5 6

28. Upper management listens to what the staff has to say. 1 2 3 4 5 6

29. I am comfortable with my job security. 1 2 3 4 5 6

30. Upper management keeps us informed about important developments affecting the company as a whole. 1 2 3 4 5 6

31. Coordinator input is used by management when considering changes in company policy and procedures. 1 2 3 4 5 6

32. Teamwork and cooperation is encouraged by my coordinator 1 2 3 4 5 6

33. All things considered, this is a good place to work. 1 2 3 4 5 6

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34. The demands placed on me by my manager to get my job done are reasonable. 1 2 3 4 5 6

35. I make a point of reading postings on the bulletin board. 1 2 3 4 5 6

36. My *M.D.* has confidence in me to do a good job. 1 2 3 4 5 6

37. I am comfortable with my job stability. 1 2 3 4 5 6

38. Teamwork and cooperation is encouraged by my director. 1 2 3 4 5 6

39. I get a sense of accomplishment from my job. 1 2 3 4 5 6

40. When I finish a day's work, I feel as though I have done something worthwhile. 1 2 3 4 5 6

41. The amount of overtime I have to work to get my job done is reasonable. 1 2 3 4 5 6

42. I feel free to ask for information I need to get my job done. 1 2 3 4 5 6

43. The notice given when overtime is needed is reasonable. 1 2 3 4 5 6

Questions 44 to 95 use the following scale:

AGREE - DISAGREE SCALE:

1 = Strongly disagree (or dissatisfied)

2 = Usually disagree (or dissatisfied)

3 = Somewhat disagree (or dissatisfied)

4 = Somewhat agree (or satisfied)

5 = Usually agree (or satisfied)

6 = Strongly agree (or satisfied)

44. Upper management takes the best interests of our employees into consideration in corporate decision making. 1 2 3 4 5 6

45. I am important to the success of this company. 1 2 3 4 5 6

46. The personnel handbook contains valuable information on company policies and procedures. 1 2 3 4 5 6

47. I feel that I am part of *the Care provider* team 1 2 3 4 5 6

48. Employees are treated fairly in this company. 1 2 3 4 5 6

49. My coworkers *(other care providers)* are trustworthy. 1 2 3 4 5 6

50. The people I regularly work with in *the office* are trustworthy. 1 2 3 4 5 6

51. I am fairly compensated for the work I do. 1 2 3 4 5 6

52. I have a good understanding of our insurance benefits. 1 2 3 4 5 6

53. I have had adequate on-the-job training to perform according to company standards. 1 2 3 4 5 6

54. I am proud to work for this company. 1 2 3 4 5 6

WORKSHEET #3 — Continued

55. I like my job. 1 2 3 4 5 6

56. Surveys like this are an effective way to let upper management know how employees feel. 1 2 3 4 5 6

57. Management will make constructive use of this survey. 1 2 3 4 5 6

58. I can tell my H.U. about my work concerns and problems without fear of reprisal. 1 2 3 4 5 6

59. Upper management's goals for our company are realistic. 1 2 3 4 5 6

60. Changes in company policies and procedures are communicated clearly to me by my H.U or coordinator 1 2 3 4 5 6

61. I feel that I am part of the company team. 1 2 3 4 5 6

62. I don't have to compromise my personal ethical standards to work here. 1 2 3 4 5 6

63. I have good working relationships with coworkers in my department. 1 2 3 4 5 6

64. I have good working relationships with people in the office 1 2 3 4 5 6

65. I understand how our compensation system works. 1 2 3 4 5 6

66. The benefits we have meet my needs. 1 2 3 4 5 6

WORKSHEET #3 — Continued

67. I'm encouraged to improve my performance through additional training and education. 1 2 3 4 5 6

68. I would recommend this company to my friends as a good place to work. 1 2 3 4 5 6

69. I know how to get my job description updated. 1 2 3 4 5 6

70. I can trust my H.U. to keep confidential information confidential. 1 2 3 4 5 6

71. The care providers cooperate well with the office staff and parents. 1 2 3 4 5 6

72. Upper management is honest in dealing with care providers 1 2 3 4 5 6

73. My coworkers (care providers) are able to perform their jobs competently. 1 2 3 4 5 6

74. My coworkers (office staff) are able to perform their jobs competently. 1 2 3 4 5 6

75. The pay for my position is fair based on what other organizations in the area are paying for similar positions. 1 2 3 4 5 6

76. Company benefits are explained clearly in the handbook. 1 2 3 4 5 6

77. I am respected by my coworkers for my ability to do my job. 1 2 3 4 5 6

78. The company's health insurance program is a good benefit. 1 2 3 4 5 6

79. My H.U. trusts me to keep confidential information confidential. 1 2 3 4 5 6

80. Changes in company policies and procedures are communicated in a timely manner. 1 2 3 4 5 6

81. We have a positive, upbeat attitude about doing business. 1 2 3 4 5 6

82. Other careproviders treat me with respect. 1 2 3 4 5 6

83. The people I work with in the office on a regular basis treat me with respect. 1 2 3 4 5 6

84. Merit pay increases are administered consistently. 1 2 3 4 5 6

85. I know how to get answers to my questions on benefits. 1 2 3 4 5 6

86. I get positive reinforcement from my HU when I do a good job. 1 2 3 4 5 6

87. I think this company should get more involved in promoting health and wellness for employees. 1 2 3 4 5 6

88. I have seen improvement in teamwork and cooperation between ✓ over the last year. the careproviders + office staff. 1 2 3 4 5 6

89. I get the cooperation I need from the other careproviders to do my job well. 1 2 3 4 5 6

90. I get the cooperation I need from the office staff (coworkers) in order to do my job. 1 2 3 4 5 6

91. My pay increases are based on how well I do my job. 1 2 3 4 5 6

92. My Home Visit reports help me learn how to improve my job performance. 1 2 3 4 5 6

93. A survey would be a good way for employees to help improve their H.U's performance. 1 2 3 4 5 6

94. Our job evaluation process has helped us to be more consistent in determining what we pay for each job. 1 2 3 4 5 6

95 List up to five things you like most about working for this company.

96

WORKSHEET #3 — Continued

96 List up to five things you like least about working for this company.

97. Are there questions that were not included in this survey that should be on it in the future?

93. Please use this space to make any additional comments or to refer to specific questions on the survey.

99. How many people have you explained the goals and objectives of Lifecare to in the last month.

0 1 2 3 4 5 5+

100. Length of employment:

- ☐ Under 1 year
- ☐ 1 to 2 years
- ☐ over 5 years
- ☐ 3 to 5 years

97

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APPENDIX E

TEN WEEK CALENDAR PLAN

TEN WEEK CALENDAR PLAN

Goal: To provide strategies which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsibility	Time Frame
1. To implement a plan designed to boost Company morale, and to make the employees feel a part of the "new" company.	To implement an incentive plan by: . Meeting with staff to explain incentive program. . Mentioning a competition coming up to Careproviders, parents to build suspense. . Seeking prize donations. . Designing layout of pamphlet. . Composing wording of goals and objectives for company section.	An incentive plan to boost the morale of the staff, careproviders and parents will be implemented.	Coordinator Staff and Coordinator Staff, Coordinator, Parents, Careproviders Staff & Coordinator Staff & Coordinator	Week 1

Goal: To provide strategies which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsibility	Time Frame
1. Continued	. Finding a charity eg. - Children's Foundation - Sick Children's hospital - Children's Aid Society		Coordinator	Week 2
	. Finding a major food outlet that will trade free advertising for a discounted food coupon.		Coordinator	
	. Designing Pamphlets in total with all sections completed.		Staff & Coordinator	Week 3
	. Sending pamphlets to Printers.		Coordinator	
	. Designing Visuals		Staff & Coordinator	Week 4
	. Constructing and painting peoplemeters.		Staff & Coordinator	

Goal: To provide strategies which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsibility	Time Frame
1. Continued	. Dividing parent, Careproviders, and staff into teams.		Staff & Coordinator	Week 4 continued
	. Picking up pamphlets from printers.		Coordinator	
	. Performing "Kick off" ceremony.		Staff & Coordinator	Week 5
	. Distributing the pamphlets.		Staff & Coordinator	
	. Gathering in signatures.		Staff, Careproviders Parents & Coordinator	Week 6
	. Marking on the peoplemeter.		Staff & Coordinator	Week 7
	. Gathering in signatures.		Staff, Careproviders Parents & Coordinator	
	. Marking on the peoplemeter.		Staff & Coordinator	

Goal: To provide strategies which will increase the motivation and moraie of the staff, and careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsibility	Time Frame
1. Continued	. Evaluating the activities of the team.		Staff & Coordinator	Week 7 continued
	. Gathering in signatures.		Staff, Careproviders, Parent and Coordinator	Week 8
	. Marking on the people meter.		Staff & Coordinator	
	. Gathering in signatures.		Staff, Careproviders, Parents & Coordinator	Week 9
	. Marking on the people-meter.		Staff & Coordinator	
	. Tallying up individual totals and awarding prizes to people with the most signatures.		Staff & Coordinator	Week 10

Goal: To provide stratagies which will increase the motivation and morale of the staff, and careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsibility	Time Frame
1. Continued	. Writing and presenting the cheque to the Charity Foundation.		Coordinator	Week 10 continued
2. To measure the effectiveness of the plan to motivate the staff, careproviders, coordinator and parents through the development and use of a pre results survey composed to the measurable past results.	. To measure the effectiveness of the plan to motivate the staff, careproviders, coordinators & parents by: - developing a Careproviders survey & distributing to staff and careproviders. - measuring the number of people informed about the agency's goals before the	A self report questionnaire will be developed and used	Coordinator Coordinator	Prior to week 1 After week 10

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Goal: To provide strategies which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsiblity	Time Frame
2. Continued	plan vs after the plan using the survey and the incentive plan results.	for evaluation purposes. Of the total number of parents, careproviders, staff and coordinator who participate in the plan, 75 percent, based on pre and post results of the self-report survey, will have increased their motivation.	Coordinator	After Week 10 (continued)

Goal: To provide strategies which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsibility	Time Frame
3. To measure the effectiveness of the plan to boost the morale of the staff, careproviders and coordinator	To measure the effectiveness of the plan to boost the morale of the staff, careproviders and coordinator by: - Developing pre & post surveys and distributing pre survey to the staff careproviders & coordinator. - Collecting completed "pre" plan surveys. - Distributing post surveys to staff, careproviders and coordinator. - Compiling the results of the pre and post incentive plan surveys.	A self report questionnaire will be developed & used for evaluation purposes. Of the total number of staff, careproviders and coordinator who participate in the the plan, 50% will be based, on pre and post results of the self report survey, have increased their morale.	Coordinator Coordinator Staff & Coordinator Staff & Coodinator Coordinator	Before Week 1 Before Week 1 Before Week 1 After Week 10 After Week 10

Goal: To provide strategies which will increase the motivation and morale of the staff, careproviders and coordinator during a time of structural change.

Objective	Action Plan	Outcome	Responsibility	Time Frame
4. To make recommendations for future programs dealing with structural change.	To make recommendations by: - Reviewing the literature on change and on existing programs, models, and approaches. - Reviewing the results of the self-report questionnaire.	Recommendations will be made, to be used in providing direction for organizations experiencing structural change.	Coordinator Coordinator	After week 10 After week 10

APPENDIX F

CHILD CARE PROVIDER SURVEY

PRE AND POST INTERVENTION RESULTS

WORKSHEET #1 – RESULTS

WORKSHEET #2 – RESULTS

WORKSHEET #3 – RESULTS

Child Care Provider Survey Results
Pre and Post Intervention Comparisons

Week Held, Preintervention: February 7, 1995
Week Held, Preintervention: June 7, 1995

Total Surveys Distributed, Pre Undercover Agent Program - 35
Total Returned / Valid, Questions - 2 - 7; 16 - 20 21
Questions - 8 - 15 11

Total Surveys Distributed - Post Undercover Agent Program
Total Returned / Valid - 16

2. Prior to working at this agency, have you ever been employed as a child careprovider?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	12	9	57	56	-1
No	9	7	43	44	1

3. How much satisfaction do you get from your job?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No satisfaction	0	0	0	0	0
Little satisfaction	2	0	10	0	-10
Satisfied	5	8	29	50	21
Great deal of sat.	13	8	62	50	-12

4. How much do you look forward to working?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never look forward	0	0	0	0	0
Occasionally look fwd.	1	0	5	0	-5
Usually look forward	11	9	52	56	4
Always look forward	9	7	43	44	1

5. In your opinion, how well did orientation training at this agency prepare you for your job as a child care provider?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Did not prepare	1	5	5	31	26
Fairly prepared	4	3	19	19	0
Prepared	10	6	48	38	-10
Very well prepared	3	2	14	13	- 1
No answer	3	0	14	0	-13

6. Remembering back to your first day on the job, was child care work what you thought it was?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	16	11	76	69	- 7
No	4	5	19	31	12
No Answer	1	0	5	0	- 5

7. Rate yourself as a child care provider?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not a very good	0	0	0	0	0
Fair	0	0	0	0	0
Good	8	7	38	44	6
Very good	13	9	62	56	-6

8. How much involvement do you have in the decision-making process?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No involvement	1	0	9	0	-9
Little involvement	3	3	27	19	-8
Regularly involved	3	10	27	63	36
Always	4	3	36	19	-17

9. In your opinion, how well defined are your job roles and expectations?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Not defined	0	0	0	0	0
Some defined	1	2	9	13	4
Most defined	2	10	18	63	45
All well defined	7	4	64	25	-39
No answer	1	0	9	0	- 9

10. Would you become a child care worker again?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes	11	14	100	88	-12
No	0	1	0	6	+ 6
N/A	0	1	0	6	6

11. How often do you receive positive feedback from the person or persons you identify as your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	1	1	9	6	-3
Usually	2	9	18	56	38
Always	8	5	73	31	-42

12. How often do you receive corrective feedback from the person or persons you identify as your supervisor(s)?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	1	1	9	6	- 3
Occasionally	3	7	27	44	17
Usually	5	4	45	25	-20
Always	2	4	18	25	7

13. How often do you attend Team Meetings workshops?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	2	0	18	0	-18
Once/month	5	10	45	25	-20
Twice/month	0	0	0	0	0
Three-Four/month	4	6	36	38	2

14. Do you feel like you are part of the daycare team?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	1	1	9	6	- 3
Usually	3	6	36	38	2
Always	7	9	64	56	- 8

15. How often do you meet individually with the person or persons you identify as your supervisor?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Monthly	8	8	73	50	-23
Every other week	0	2	0	13	13
Weekly	1	4	9	25	16
No answer	2	2	18	13	- 5

16. When you have a "good idea," is your Home Visitor receptive to it?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	2	2	0	13	13
Usually	5	5	24	31	7
Always	16	9	76	56	-20

17. Do you feel that you are treated fairly at work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Never	0	0	0	0	0
Occasionally	1	1	5	6	1
Usually	4	6	19	38	19
Always	16	9	76	56	-20

18. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your co-workers?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	3	2	14	13	-01
Not accepted	0	0	0	0	0
Kind of accepted	1	4	5	25	20
Accepted	17	10	81	63	-18

19. Remembering back to your first day on the job, did you feel that you were accepted and wanted by your Home Visitor?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Don't remember	0	2	0	13	13
Not accepted	0	0	0	0	0
Kind of accepted	1	0	5	0	- 5
Accepted	20	12	95	75	-20
N/A	0	2	0	13	13

20. Do you feel that you are treated fairly at work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
No	0	0	0	0	0
Limited future	4	5	19	31	12
Promising future	8	9	38	56	18
Very promising future	9	2	43	13	-30

21. Do you feel the Undercover Agent project boosted the company morale?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes		13		81	
No		2		13	
N/A		1		6	

22. Did you see improved team work?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes		12		75	
No		3		19	
N/A		1		6	

23. Did the agency receive recognition for your charitable donations?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes		13		81	
No		0		0	
N/A		3		19	

24. Did you have fun?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes		12		75	
No		1		6	
N/A		3		19	

25. Should a program similar to the Undercover Agent be tried again in another few years?

Response	Total		Percentage of Total		
	Pre	Post	Pre	Post	Chg.
Yes		13		81	
No		1		6	
N/A		2		13	

WORK SHEET #1
MOTIVATORS

Rank from 1 to 10 (10 being the least wanted) what you think your employees want from their jobs. Circulate the list to your employees, asking them to rank order of importance from their perspective.

	Employee Rank												Final Rank
QUESTIONNAIRE	1	2	3	4	5	6	7	8	9	10	11	12	Total
Help with personal problems	8	7	2	9	7	10	5	10	7	7	2	7	81	8
Interesting work	5	5	5	3	10	2	10	8	1	4	3	8	64	6
High wages	10	8	7	1	6	9	4	1	2	6	4	2	60	4
Job security	1	6	1	2	1	4	9	2	5	3	8	1	43	2
Personal loyalty of Supervisor	6	9	9	7	2	5	3	4	3	5	5	5	63	5
Tactful discipline	7	3	10	8	8	6	6	7	8	10	7	3	83	9
Full appreciation of work done	2	2	8	4	3	7	2	3	4	2	1	4	42	1
Feeling of belonging	3	1	6	5	4	3	7	6	6	8	9	6	64	6
Good working conditions	4	4	3	6	5	1	1	5	9	1	6	9	54	3
Promotion in the company	9	10	4	10	9	8	8	9	10	9	10	10	106	10

12 Invalids

WORKSHEET #3

RESULTS OF: QUALITY OF WORK LIFE SURVEY

Question	1	2	3	4	5	6
1				1	5	17
2				5	7	11
3		1		10	4	8
4				2	7	14
5		1	2	4	3	12
6	1	1	2	4	3	12
7			1	4	7	11
8			1	3	4	15
9	4	1	3	4	6	5
10	4			5	2	12
11	1	1	2	3	2	14
12		1	1	4	3	14
13		1	1		2	19
14		1			5	17
15		1	2	4	5	11
16				3	4	16
17	1		1		4	17
18			1	1	4	17
19			1	1	7	14
20			2	1	8	11

Question	1	2	3	4	5	6
21			2		2	19
22			1	1	4	17
23	2	1		5	5	10
24	1	2	3	3	4	10
25		1		4	3	15
26	1		1	4	5	12
27					4	19
28				4	1	18
29			3	3	7	10
30	1		1	4	2	15
31	1	2	3	3	3	11
32			2		2	19
33				1	3	19
34			1		9	13
35	1	1	1	4	6	10
36				1	3	19
37			1	4	6	12
38		2		3		18
39			1	2	2	18
40		1		3	3	16
41	1		1	3	7	11
42				3	1	19
43	2			7	2	12
44				1	12	10
45				5	9	8

Question	1	2	3	4	5	6
46		1		1	4	17
47			1	2	7	13
48				2	6	15
49			1	3	9	10
50				1	5	17
51	1		2	5	7	8
52	3	1	3	7	2	7
53	1		1	2	7	12
54				1	4	18
55			1		6	16
56			2	1	5	15
57			1	3	6	13
58					3	20
59				2	5	16
60		1		2	7	13
61				5	5	13
62				2	9	12
63			1	5	6	11
64					6	17
65	3		1	7	4	7
66	4	2	1	6	3	7
67			1	2	5	15
68				1	5	17

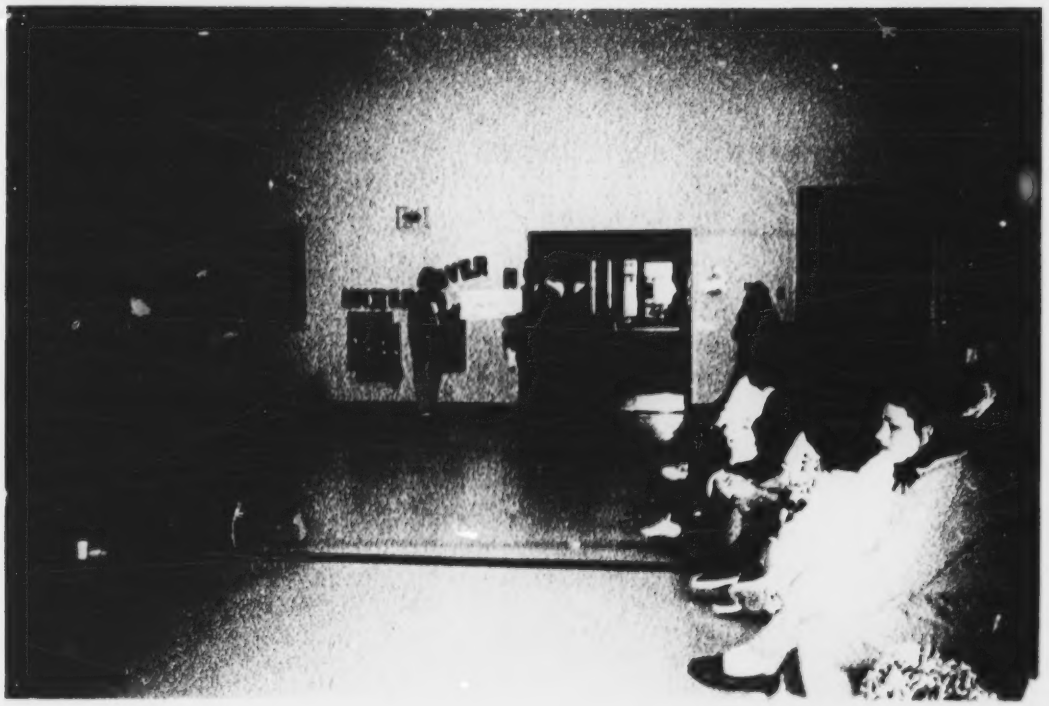
Question	1	2	3	4	5	6
69	1	1	2	6	4	9
70				1	4	18
71				3	9	11
72			1	2	5	15
73			1	4	8	10
74			1		8	14
75			3	3	8	9
76	2		2	9	2	7
77			1	3	10	9
78	4	1	3	4	1	10
79					5	18
80		1		4	7	11
81				5	6	12
82			1	4	7	11
83				1	6	16
84			1	3	8	11
85	1		2	3	1	16
86				1	3	19
87		1	2	6	4	10
88				4	6	13
89	1			7	9	5
90				2	3	18
91	2	1	1	1	5	13

Question	1	2	3	4	5	6
92		1		2	6	14
93	1		1	4	6	11
94			3	4	4	12
99	3	6	8		1	5
100	Under 1 yr	1->2 yrs	3->5 yrs	over 5yrs		
	7	4	8	4		

APPENDIX G

PICTURES

UNDERCOVER AWARDS PRESENTATION PARTY



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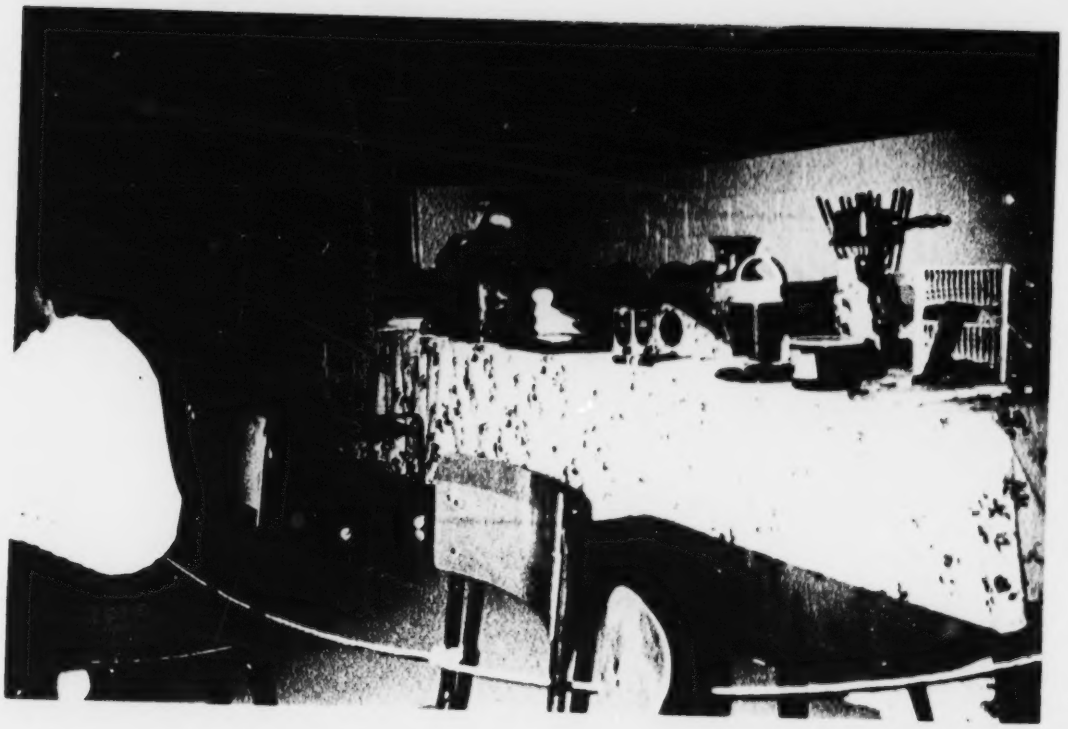

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APPENDIX H

FLIER

(AGENCY NAME)

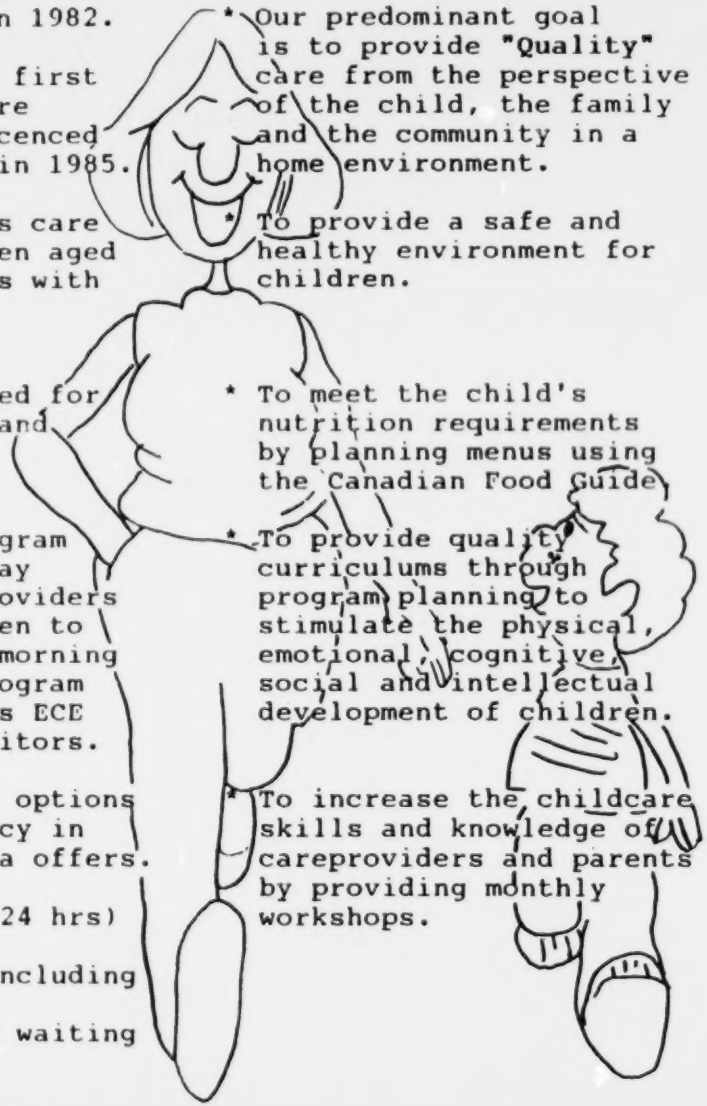
PRIVATE HOME DAYCARE SERVICES

Agency Address

Telephone Number

HISTORY

* The agency began in 1982.
* We were one of the first Private Home Daycare Services, to be licenced by the government in 1985.
* The agency provides care for 150-200 children aged 6 weeks to 13 years with approximately 50 Careproviders.
* Our building is used for both office space and resource space.
* We also have a program called Creative Play whereby the careproviders bring their children to the Centre in the morning for a Preschool Program led by the agency's ECE diploma'd Home Visitors.
* Our program offers options that no other agency in the city of Orillia offers.
  - flexible hours (24 hrs)
  - 7 days a week
  - all year round including holidays
  - infant care / no waiting lists.



GOALS

* Our predominant goal is to provide "Quality" care from the perspective of the child, the family and the community in a home environment.
* To provide a safe and healthy environment for children.
* To meet the child's nutrition requirements by planning menus using the Canadian Food Guide.
* To provide quality curriculums through program planning to stimulate the physical, emotional, cognitive, social and intellectual development of children.
* To increase the childcare skills and knowledge of careproviders and parents by providing monthly workshops.

zehrs markets

Orillia Zehrs Store Only

Draw for $100.00 Grocery Hamper

Date of Draw April 26, 1995

Name: _____

Phone: _____

Donations over $9.00 may be made directly to:

Soldiers' Memorial Hospital
170 Colborne St. W.
Orillia, Ontario (705-327-9121)

Name: _____

Address: _____

(AGENCY) will donate $ .20 for every signature (up to a total of $ 2,000.00) to the fund for the Children's Wing.

128

* _____
(signature)

APPENDIX I

ESTIMATE OF PRINTING COMPANY

Orillia Printing Center

1 30
155B FRONT ST. S.
ORILLIA, ONTARIO
L3V 4S6
(705) 327-2424

A COMPLETE INSTANT & GENERAL PRINTING SERVICE

INVOICE No.: 4262

SOLD TO: _____ Date of Order Mar. 17/95

SHIP TO: _____

WANTED: _____

Date of Invoice	Customer Order Number	GST No.	Provincial Sales Tax Lic. No.
	FRAN BAKER	R126334952	

TERMS: Deposit & C.O.D. Balance ☑ Net 30 Days ☐ Hold for Pick-up ☑ Deliver ☐

No. Copies	No. Pages	Full Description	Amount
15000	1	8½×11	
		Re: Drawn for $100.00	
		Grocery Hampers	

✓ CHECK	– SPECIALS –	AMOUNT
	Typesetting	
	Assembly - Half Tones - Pmt.	
	Negative & Platework	
✓	~~Numbering~~ Perforating 15,000 ~~Scoring~~	
	Coloured Ink (Colour _____	
	Special Paper: Qty. _____ Size _____ Colour _____ Grade _____	
	Special Paper: Qty. _____ Size _____ Colour _____ Grade _____	
	Special Paper: Qty. _____ Size _____ Colour _____ Grade _____	
	Special Paper: Qty. _____ Size _____ Colour _____ Grade _____	
	Collating _____ Folding _____	
	Punching _____ Stapling _____	
	Pads _____ Padded In _____	
	Trimming _____ Min: _____	400 —

Fine Printers and Lithographers

- Letterheads
- Envelopes
- Business Cards
- 4 Color Brochures
- All Typesetting & Camera work on location

147

TOTAL CHARGES	
7% GST $_____ = SUB TOTAL	
8% PST $_____ = SUB TOTAL	10 00
PAY THIS AMOUNT	410 00

APPENDIX J

VISUALS

UNDERCOVER AGENT

THE TEAM

TEAM 1	TEAM 2
DEDI KARPINSKI	STACEY KURTZ
- BUREAU CHIEF -	- BUREAU CHIEF -
SPECIAL AGENTS ARE:	SPECIAL AGENTS ARE:
ALL CAREPROVIDERS LISTED BELOW AND THEIR PARENTS.	ALL CAREPROVIDERS LISTED BELOW AND THEIR PARENTS.

Debi		Stacey	
Joyce Taylor	- 10	Linda Shirk	- 05
Christa Black	- 00	Grace Contois	- 03
Robin Gibson	- 00	Denenc Maclean	- 01
Connie McDermot	- 01	Julie Cleavely	- 00
Alison Doolittle	- 01	Lisa Schembri	- 00
Sharon Butterworth	- 01	Terry Dezan	- 01
Tracey Shirk	- 01	Karen Langley	- 01
Gloria Jenkins	- 01	Sherri Frizzell	- 01
Kerry Hepinstall	- 01	Sue Lamarche	- 01
Fran Baker	- 00	Cathy Howell	- 01
Patty Fournier	- 02	Nelly DeVroom	- 01
Leslie LeGault	- 02	Loree McRae	- 02
Bev Legard	- 02	Nora Parrish	- 02
Annie Walker	- 03	June Fountain	- 02
Susan Harrington	- 03	Debbie McKee	- 03
Fern Sheppard	- 03	Cathy Higginson	- 03
Darlene Madigan	- 03	Barb Petherick	- 03
Tammy Potts	- 04	Carolyn MacMillan	- 03
Dorothy Sheppard	- 04	Lisa Fenton	- 04
Cathy Vanderburgh	- 04	Michelle Winter	- 04
Lynda Neely	- 04	Lauraine Fortin	- 04
Lisa Burke	- 04	Susan Mayhew	- 04
Kim Dezan	- 05	Muriel LLoyd	- 04
		Betty Ann Hawke	- 05
23 +	59 = 82	24 +	58 = 82

82 + 82 + 2 (Bureau Chief's) = 166 Participants

VISUAL #1

AGENCY NAME

UNDER COVER AGENT

Uncover the news of our company ...

Tell the world about The Agency

and you could win a prize.

AGENCY NAME

UNDERCOVER AGENT

THE GOAL

IN THE NEXT FEW MONTHS, OUR COMPANY WILL BE UNDERGOING A MAJOR CHANGE. THE AGENCY WILL MERGE WITH ANOTHER AGENCY TO BECOME A NON-PROFIT COMPANY.

TO CELEBRATE THIS INTEGRATION, OUR COMPANY IS GETTING EVERYONE INVOLVED. OUR MISSION IS TO HAVE ALL OF (AGENCY NAME) TALK ABOUT OUR IDENTITY. FROM PARENTS, TO CAREPROVIDERS, TO OFFICE STAFF --- EVERYBODY IS A PART OF OUR MISSION.

WE'RE DETERMINED TO UNCOVER OVER 15,000 CONTACTS, TELL THEM WHO WE ARE AND WHERE WE'RE GOING.

THIS IS OUR GOAL.

---------- SIGNATURES !!!

VISUAL #3

AGENCY NAME

SPECIAL AGENT PRIZES

DOZENS OF VALUABLE PRIZES TO BE WON IF EVERYONE DONATES either a

1) Craft that they've made

2) Something they have but don't want anymore,
but someone else might like

or 3) Something new
then there will be a prize for everyone.

Prizes will be distributed

May 8, 1995 - 7:00 p.m.

at the Salvation Army

157 Coldwater Rd. W.

- Refreshments
- Cheese and Crackers
- Desserts
- Squares and cookies

VISUAL #4

AGENCY NAME

UNDERCOVER AGENT

PRIZES

End tables

Coffee table

Embroidered Pillow Slips

Entertainment stand

T.V.

Baby Swing

VISUAL #5

AGENCY NAME

SECRET AGENT INSTRUCTIONS

* Tell Everyone you know/meet about our company.
* Have them SIGN the pamphlet to indicate that they now know about our History and our goals.
* Tell your contact that your company is raising money for the SOLDIERS' MEMORIAL CHILDREN'S WING (Paediatrics Department). For every signature we receive during the UNDERCOVER operation, our company will donate $ .20 (up to a total of $2,000.00) towards the charity.
* Advise the contacts that they too can also make a monetary contribution to the charity. The Special Agents will collect donations under $10.00. Donors of more than $10.00 are to send their cheques with the hospital coupon filled out so that they can receive a tax receipt.
* Advise the contacts to fill out the Zehrs coupon for the $100.00 Food Hamper. Coupons are to be dropped off at the customer services desk in Zehrs.

The draw will be held April 26, 1995.

* Bring your signature coupons in to the office each week in an envelope with your name on the front and the number of signatures eg. Fran Baker - 25

AGENCY NAME

VISUAL #6

UNDERCOVER AGENT

WHO DO YOU CONTACT?

* Family / Friends
* Your Spouse's Co-Workers
* Sports Teams: Hockey, Baseball, Weight Lifting, Rowing, ETC.
* Members of associations you belong to
* Your Hair Dresser/Dank Teller/Doctor/Lawyer/Accountant
* Chamber of Commerce
* Sales Club
* All Adults over 16 years of Age. Etc !!!

BE CREATIVE! ---- Tell The World ABOUT UNDERCOVER AGENT

VISUAL #7

AGENCY NAME

APPENDIX K

MINI SKITS

Dirty Terry: Inspector Curly Locks this is such an important case, but we haven't found any clues yet. There are no finger prints, paint drops, drippy diapers, or signs of pitter patter footprints.
I always hate breaking and entering for clues AH!. I'm so nervous we'll get caught, I sure don't want have to use this thing! (Holds Up Toy Gun) "Go Ahead and Make my Day".

Curly Locks: Keep looking Dirty Terry. There (Sees gun sings "Ah She Has A Gun") must be something and by George I'm going to UNCOVER it.

Dirty Terry: This place is as clueless as Piggy Downstairs. (are Guinea Pig Mascot)
Inspector Curly Locks whom ever has been here has left us clueless again!

Curly Locks: (Pulls out chest - finds crumpled paper)
Opens it and finds on paper in big letters

(AGENCY NAME)

Curly Locks: "Smokin" Look Dirty Terry I've found a crumpled piece of paper , maybe it has some clues.
AGENCY NAME (Holds up Light Bulb) I know that company. It's on (gives address)

Dirty Terry: Oh you mean the company that always has fun field trips and the "mostess" and "bestess" creative plays and painted window in town.

Curly Locks: That's the one! Nice windows but how does that help us solve this case?

Dirty Terry: I don't know. Do you know anything about the company?

Curly Locks: No do you? "Who's on first? What's on second?"

Dirty Terry: No -- well before we can connect this company to our case, we'll have to investigate it. We need to find out what the company's history is? What it does? How long has it been in operation?

Curly Locks: "All Righty Then" Maybe we'd better find out what its goals are too. This case is so important Dirty Terry that we'll need to get some help. We'll have to look up some special agents "Look up - Away up and I'll call Rusty" and I'll get Francy Drew.

Skit #2

Characters (Dark Wing Debi Duck, Curly Locks) enter room with music playing. Mingle in audience, meeting in middle. Look at each other and then look at Audience
(Music Fades)

Curly Locks: So we meet again

Dark Wing Debi Duck: Yes. "Its been a hard days night and I've been working like a Duck (Quack) UNCOVERING the goods on (Agency Name) wasn't as easy as I thought.

Curly Locks: (Sings) "And what did you UNCOVER Dear Ducky, Dear Ducky, and what did you uncover Dear Dark wing Ducky"

Dark Wing Debi Duck: (Sings) "Well let me tell you Dear Curly, Dear Curly, Dear Inspector Curly Locks
"Tells History"
This is REAL DUCKY!

Curly Locks: Well if you think thats Ducky you should hear what my **WINNING** team UNCOVERED. (Sings "We are the Champions my Friend")
(Agency Name) is Numero Uno
Our Number 1 - "as in we won"
Goal is to provide quality care
THAT IS

Dark Wing Debi Duck: "QUALITY"

Curly Locks: "CARE"

Dark Wing Debi Duck: But what we really UNCOVERED Curly Locks is that working as a team creates SUCCESS.

Curly Locks: We'd just like to thank all of our special agents for telling the world about (Agency Name)

Dark Wing Debi Duck: See you on our next mission!!!

APPENDIX L

NEWSPAPER ARTICLES

THANK YOU LETTER

Sunday, April 16, 1995

LifeStyles

Sunday guide to lifestyle issues and events in the Orillia area

Day-care services

'Uncovering' the goods on AN AGENCY

AGENCY has been providing private day-care service in people's homes for years

Trudi Belrose: Special

Tanya Kollman sends her two-year-old daughter Alayna to a care-provider only a few feet from her back door.

The smiling redheaded tot is normally shy around new people. However, she has no such hang-ups with stuffed animals or dogs and she immediately begins romping on the floor with a little brown puppy that good naturedly lets her pet and crawl over him.

The puppy doesn't even growl when the tot tugs on his ears.

It seems strange that mom is closer to tears on the first day than Alayna is. The little bundle of energy immediately fires herself into the group of children without even a sniffle.

While mom seems relieved she also appears a little hurt that her little girl doesn't seem to miss her at all. Kollman sends her child to a day-care service she has come to trust and rely on.

Think of some qualities you would look for in a day-care service. Flexible hours? Government licence? A safe and healthy environment? Infant care? Knowledgeable, reliable care-providers?

This is what Kollman, a 21-year-old single mom, said she found when she contacted the agency.

The agency has been in operation since 1982 and was licensed by the government since 1985.

It is the only program that offers 24-hour service, seven days a week even on holidays.

The agency is a private home day-care service. This means that day-care staff take care of children in their own home if they meet the agency's high set of standards.

There is a 35-page booklet, which must be followed by the care-providers. They are required to follow the Canada Food Guide when it comes to serving up meals and snacks and their home is inspected for health and fire safety problems.

Day-care providers hired by the agency must provide activities such as crafts, field trips, and games that stimulate the physical, emotional, social and intellectual development of the children.

The booklet also covers behavior management, medical situations, insurance, log books and indoor and outdoor play areas.

Kollman said she found her day-care provider through the agency because she'd heard good things about the agency.

"I'm not going to leave my daughter with someone that I don't trust," Kollman said.

You may be hearing a lot about the agency in the next few weeks. Care-providers and parents are being asked to tell everyone they know about the program, from best friends to their hairstylists.

Every person they tell will be asked to sign a sheet saying that they know about the agency.

For every sheet that is signed will donate 20 cents (up to $2,000) to the children's wing of Soldiers Memorial Hospital.

Fran Baker, coordinator of the agency, said the agency is doing this because it has a common interest with the hospital.

"We serve the same clients that the hospital does," Baker said. "We serve children. We felt that as an agency we would like to do something for the community."

The challenge is being run on a detective theme. All the parents and care-providers are being called "uncover agents" since the idea is to uncover the agency.

They are split into two teams which are headed by two bureau chiefs, Debbi (Dark Wing Debbie) Karpinski and Stacey (Ins. Curly Locks) Kurtz.

On May 8 winners will be announced and the people with the most contacts will have first pick from a prize table.

The agency would like to challenge any business or organization to meet or beat the donation being made by the agency.

But, you must be forewarned! Baker claims that her office has already "become very competitive" so it won't be easy.

"We serve the same clients that the hospital does," Baker said. "We serve children." Fran Baker, coordinator of the agency.

BEST COPY AVAILABLE

Special

Agency uncovered: Ins Dark Wing (Debbi Duck, left) and Ins Curly Locks (right) help Muriel Lloyd make a selection from the prize table after she helped generate the most signatures during Agency Undercover public awareness program.

Undercover campaign good for public awareness

Trudi Belrose: Special

The phones have been ringing off the hook since the start of an "undercover" campaign to try and raise public awareness about the agency child-care program.

The Salvation Army Citadel was filled with high energy, lots of laughter and a big cheque last Monday, during a special ceremony to mark the culmination of the program.

Baker

The program was definitely a boost for business, said agency director Fran Baker.

"The phones have been ringing off the hook. It put a lot of enthusiasm into the office and [We've had] a lot of fun with it which is what we were after."

A cheque for $2,375 was presented to Glen Penwarden, executive director of Soldiers' Memorial Hospital, to support the pediatrics ward.

While accepting the cheque, Penwarden offered not only his thanks, but also his congratulations to agency staff for their success.

He pointed out that child care has many dilemmas and challenges that it must deal with. Many people have different needs and require special times, environments and personalities, said Penwarden, adding that evidently the agency has "closed the gap."

However, the big winner for the evening was agency. Employees, staff and clients worked together to collect over 1,800 signatures from people who had been educated about agency during the awareness campaign.

Murial Lloyd, a care-giver for the past nine years, collected 192 signatures herself – more than any single individual during the Undercover campaign.

Terri Doyle won the draw for a $100 food basket, courtesy of Zehrs Markets.

Orillia Soldiers' Memorial Hospital

170 COLBORNE STREET WEST, ORILLIA, ONTARIO L3V 2Z3
TELEPHONE (705) 325-2201 FAX (705) 325-4583

May 15, 1995

Fran Baker
Agency
Address
Orillia, ON

Dear Ms. Baker:

On behalf of Orillia Soldiers' Memorial Hospital, I want to thank you as well as agency employees for the very generous donation! I understand this was the result of an innovative program to raise money for a favourite charity as well as to promote agency in the community. As you suggested, the proceeds will be used to purchase a high-priority item for our Paediatrics Unit.

Enclosed is an official receipt of $2,375.61 for your records.

Please extend my congratulations and thanks to all who participated!

Yours sincerely,

Christie Whitman

Christie Whitman
Director of Development

cc. N. Sutherland, Nursing Unit Manager, Paediatrics
M. Harris, AED, Clinical Services

A RESOURCE DIRECTORY

of

PUBLIC AND PRIVATE

FAMILY SERVICES

and

PROGRAMS

for the

EMPLOYEE

To the Employee --

Butler-MacDonald's commitment towards **Total Quality Management** is to support the mission of its business culture, and the objectives of its operating principles. A major component to these principles is respect for the individual.

As a business leader in the 90's, we recognize the economic and social inter-dependence of a person's worklife and their homelife. We supply the means for individuals to function and succeed, and healthy families supply the human resources that enables us to prosper.

The sole purpose of this directory is to provide a direct and easy means for you to locate, as they might arise, areas of personal and specific interest. Topics were chosen from the family survey questionaire. Resources include both Public agencies and Private businesses. You are not required to use these suggested services. We hope you find this directory helpful in accommodating your family needs, and look forward to your comments and suggestions.

Thank you.

NOTES

ADOPTION

Hanover County Dept. of Social Service / 537-6060
Hanover Courthouse, P.O. Box 120, Hanover, 23069
* registries of children available for adoption are maintained
* qualifies and approves families to accept an adopted child

Attorney Anne Musulin / 798-1006
123 Thompson St., Ashland, 23005
* provides private and legal adoption services

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235
* fees are individually negotiated
* provides counseling for adoptive and foster parents

The Virginia League for Planned Parenthood 788-6742
517 West Grace Street, Richmond, 23220
* low fees
* provides counseling and referrels

NOTES

ALCOHOL & DRUG ABUSE

Hanover County Community Services / 798-3279
505 So. Washington Street, Ashland, 23005

- fees charged for services are based on the ability to pay
- provides comprehensive substance abuse services.

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235

- fees are individually negotiated
- provides substance abuse services

Alcoholic Anonymous (AA) / 343-4885
Ashland Presbyterian Church, corner of Virginia and Myrtle Streets

- meets every Monday at 8 P.M.
- provides support to recovering substance abusers

Al Anon / 353-4885
Ashland Presbyterian Church, corner of Virginia and Myrtle Streets

- meets every Monday at 8 P.M.
- provides support to the family and friends of substance abuse

NOTES

BUDGETING & FINANCES

Consumer Credit Counseling Service (CCCS) / 780-9042
Six North Sixth St., Suite 200,
Richmond, 23219

* provides free budgeting counseling
* offers free debt payment programs
* provides an alternative to bankruptcy
* affiliated with and follows the guidelines of the National Foundation for Consumer Credit.

Virginia Association for Family and Community Education / 798-5124

* an organized community club that focus on varied informational and educational topics

EDUCATION/CAREER

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395,
Richmond, 23235

* fees are individually negotiated
* performs a complete educational and diagnostic testing to determine, learning disabilities, educational strengths, and learning styles

NOTES

MARRIAGE

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235

* fees are individually negotiated
* performs individual, marital and family counseling

Therese M. May, Ph.D. / 550-1229
11785 Slising Hill Rd., Suite 5, Ashland, 23005

* a private practice psychologist with emphasis on relationship issues and managing conflict

SPOUSAL ABUSE

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235

* fees are individually negotiated
* provides family violence and abuse counseling

Hanover County Dept. of Social Service / 537-6060
Hanover Courthouse, P.O. Box 120, Hanover, 23069

* provides a statewide clearinghouse of information on domestic violence

NOTES

FAMILY PLANNING

Hanover County Dept. of Social Service / 537-6060
Hanover Courthouse, P.O. Box 120,
Hanover, 23069

* provides a range of free services to individuals and couples who would like to limit the size of their family or space their children apart
* information and instruction on contraceptives

The Virginia League for Planned Parenthood
788-6742
517 West Grace Street, Richmond, 23220

* a small fee
* provides educational programs in contraception and abortion

PREGNANCY

Virginia Dept. of Health / 752-7802

* some services are free, others have a charge, and some depend on income
* performs pregnancy testing
* provides routine prenatal health care

The Virginia League for Planned Parenthood
788-6742
517 West Grace Street, Richmond, 23220

* a small fee
* performs pregnancy testing

NOTES

Hanover County Community Services / 798-3279
505 So. Washington Highway, Ashland, 23005

* fees charged for services are based on the ability to pay
* some of the mental retardation services include case management, employment training and residential care

Logomotion / 798-8952
305-H Ashcake Road, Ashland, 23005

* operated through Hanover Industries
* A community based textile screen business that employs persons with disabilities

Virginia Department of Rehabilitative Services / 367-0175
2930 W. Broad Street, Richmond, 23230

* a state agency that offers assistance to persons with physical, mental and emotional disabilities
* a comprehensive job training program

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NOTES

DIVORCE

Hanover Community Service Board (CSB) / 798-3279
505 So. Washington Highway, Ashland, 23005

* a mediation service that provides individuals a means to make informed decisions before and after a separation and divorce
* first half hour evaluation session is free, provided by **Jerry Bagnell, a Certified Family Mediator for CSB**

Legal Aid / 648-1012
101 W. Broad Street, Richmond, 23230

Attorney Anne Musulin / 798-1006
123 Thompson St., Ashland, 23005

* local private practive specializing in domestic relations, including support, alimony and custody

NOTES

The Virginia League for Planned Parenthood
788-6742
517 West Grace Street, Richmond, 23220
* provides an educational safety program for children regarding touching and sexual abuse

Virginia Missing Children Information Clearing House / 1-800-822-4453

DISABILITIES

Hanover Association for Retarded Citizens, Inc. / 798-8389 or 798-2400
P.O. Box 91, Ashland, 23005
* fees, when charged, are based on the ability to pay
* serves persons with mental retardation and their families through a variety of services and activities
* meets on the third Tuesday of the month at the Community Services Board, Hanover Human Service Building, at 7 P.M.

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235
* fees are individually negotiated
* individual is tested and evaluated

NOTES

PARENTING & CHILD DEVELOPMENT

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235

- fees are individually negotiated
- provides parenting classes

Virginia Dept. of Health / 752-7802

- some services are free, others have a charge, and some depend on income
- helps with parenting
- provides check-ups for infants and very young children
- resource for children with special need.

Kid Care, Memorial Child Guidance Clinic / 649-0219
5001 W. Broad Street, Richmond, 23230

- provides a child development resource library, and **Kid Talk -- A Child Development Warm-line, 649-0218**
- offers parent education and caregiver training

NOTES

CHILD CARE

Hanover County Dept. of Social Service / 537-6060
Hanover Courthouse, P.O. Box 120,
Hanover, 23069

* public agency that provides day care so parents can work or train for employment

Kid Care, Memorial Child Guidance Clinic / 649-0219
5001 W. Broad Street, Richmond, 23230

* a United Way Service that assists parents in the selection of their child care needs

CHILD ABUSE

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395,
Richmond, 23235

* fees are individually negotiated
* provides abuse counseling

Hanover Department of Social Services /
537-6060 hotline 1-800-552-7096
Hanover Courthouse, P.O. Box 120,
Hanover, 23069

* investigate reports of abuse and neglect
* provides services to prevent abuse and neglect

NOTES

HOMOSEXUALITY

The Virginia League for Planned Parenthood
788-6742
517 West Grace Street, Richmond, 23220
* a educational resource center for homosexual issues

Gay Information Line / 353-3626

Gay and Lesbian Youth Support / 353-2077

Bobby Griffith Youth Center National Hotline / 800-969-6884

SEX

Virginia Dept. of Health / 752-7802
* some services are free, others have a charge, and some depend on income
* performs the testing and treatment of sexually transmitted diseases

The Virginia League for Planned Parenthood
788-6742
517 West Grace Street, Richmond, 23220
* performs testing and education for sexually transmitted diseases
* a resource center for sex education

NOTES

MENTAL HEALTH

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235

* fees are individually negotiated
* handles depression, anxiety, and the inability to cope
* performs psycological testing and evaluation

Hanover County Community Services / 798-3279
505 So. Washington Highway, Ashland, 23005

* fees charged for services are based on the ability to pay
* provides comprehensive mental health services.

Hanover County Peer Support Group / 798-3279

* a self-help peer support group for people experiencing mental illness

The Compassionate Friends / 746-0631
Shady Grove United Methodist Church, Mechanicsville, the second Tuesday of every month at 7 P.M.

* a national support group for parents who have lost a children to death

NOTES

Sunrise House / 798-5902
203 So. Taylor Street, Ashland, 23005

* fees are charged based on the ability to pay
* a psychosocial rehabilitation program for adult residents that offers support and transitional employment

TEEN ISSUES

J.A.W.S. Memorial Boys Club / 752-2026
Day care center behind the Ashland Christian Center.

* Meets on the first and third Saturdays of the month at 1 P.M.
* a club for all boys between the ages of 13 and 18, that discusses teen issues
* provides job assistance

The Virginia League for Planned Parenthood
788-6742
517 West Grace Street, Richmond, 23220

* comprehensive program regarding teenage sexual issues, i.e., teen dating, teen theater, life planning skills, puberty, communication and good decision making

Resource Guidance Services Inc. / 796-2309
11511 Allecingie Parkway, Richmond
Mailing address is P.O. Box 35395, Richmond, 23235

* fees are individually negotiated

ELDER CARE

Virginia Department for the Aging /
225-2271
700 E. Franklin Street, 10th floor,
Richmond, 23219

Capital Area Agency on Aging (CAAA)/
343-3000 or 746-1330
6052 Stonewall Parkway,
Mechanicsville, 23111

* a private business, some services are based on ability to pay
* provides a comprehensive program of senior services

Hanover County Dept. of Social Services / 730-6060
Hanover Courthouse, P.O. Box 120,
Hanover, 23069

* a public agency that provides companion services so that aged or disabled adults can remain in their homes

Hanover Alzheimer's Support Group /
320-1101
Duncan Memorial United Methodist Church, 201 Henry St., Ashland.
Meets the third Tuesday of every month at 7:30 P.M.

* a community support group for family members of Alzheimer's patients